

BULLETIN

State Teachers College

FREDERICKSBURG, VIRGINIA

Summer Quarter, 1928

For Men and Women



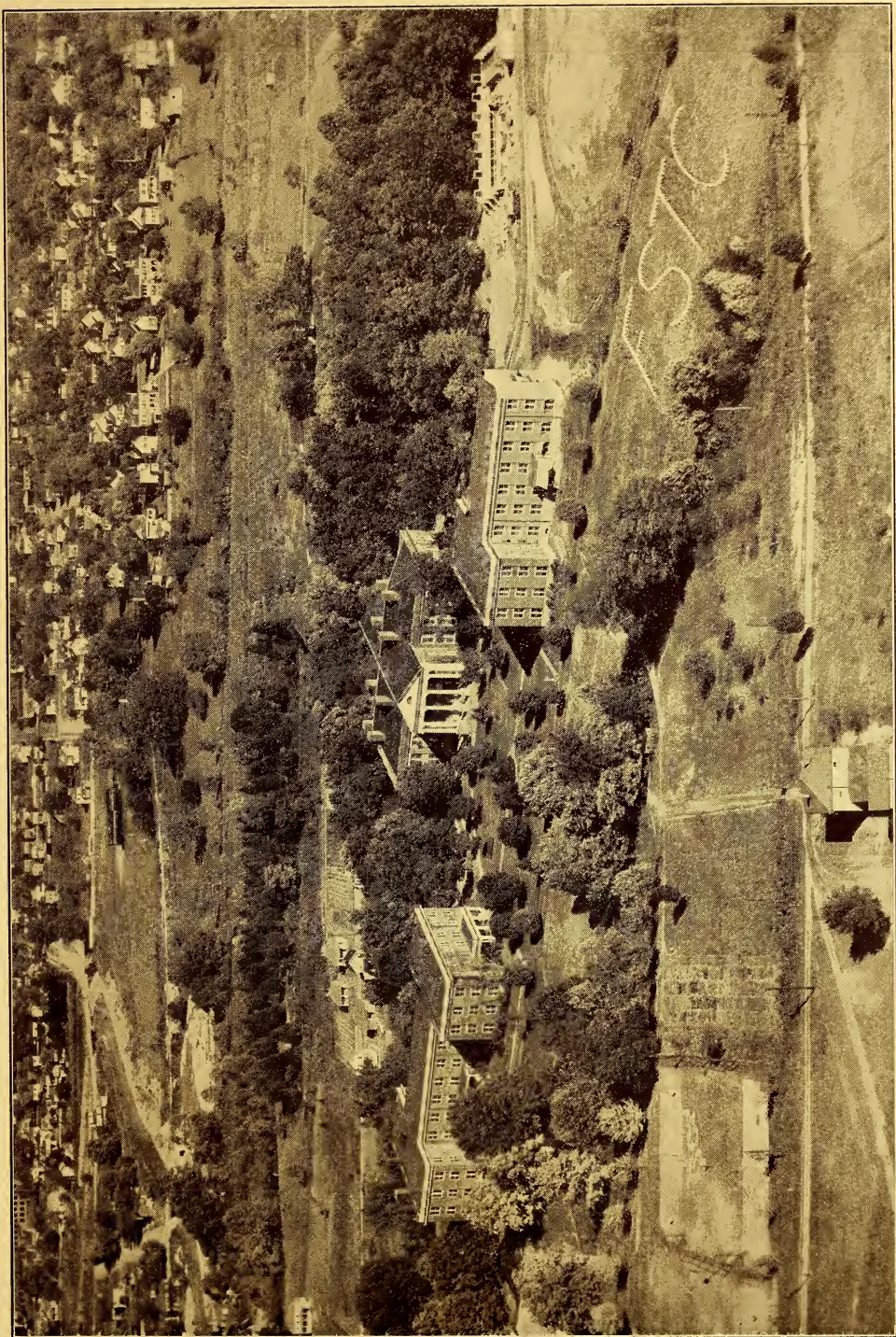
First Term: June 11-July 21

Second Term: July 21-August 25

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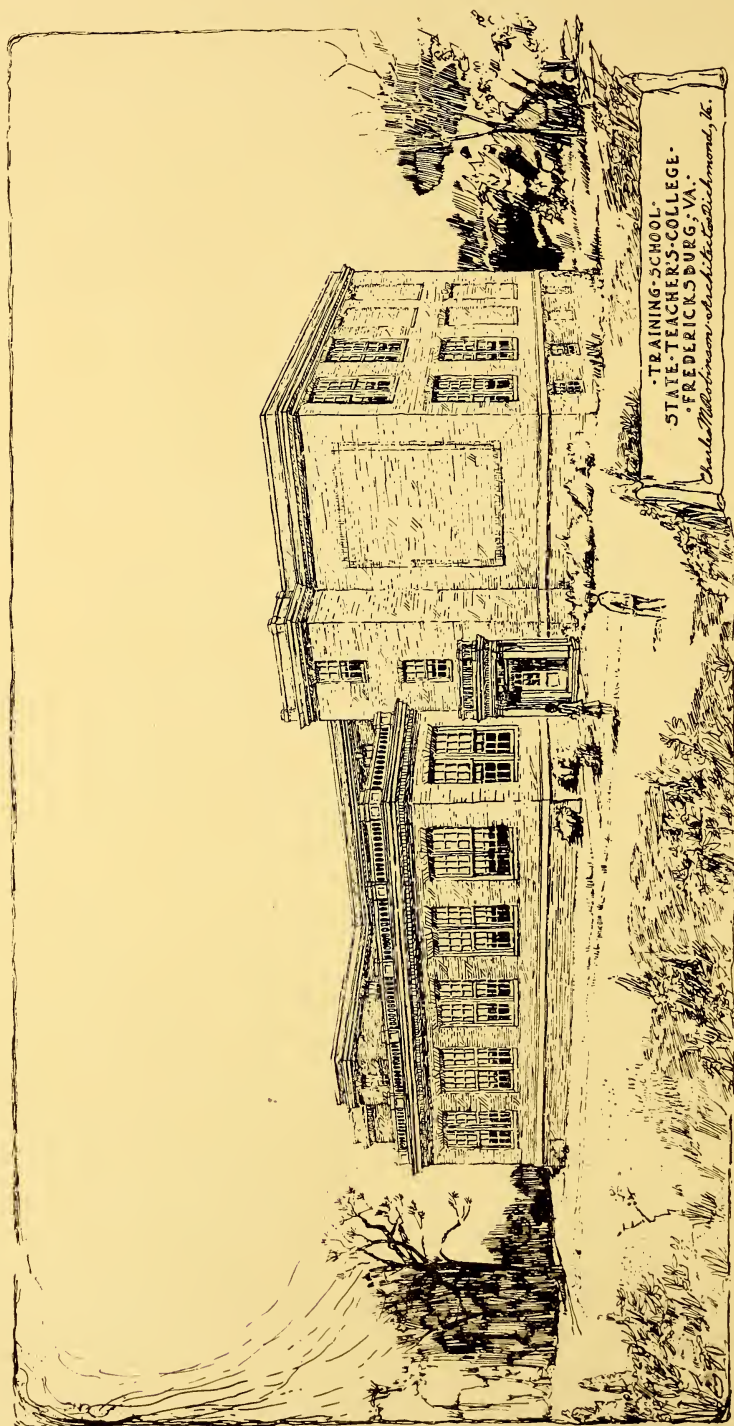
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AIR-PLANE VIEW, FREDERICKSBURG STATE TEACHERS COLLEGE

by W. C. Robinson



NEW CAMPUS TRAINING SCHOOL BUILDING, FREDERICKSBURG STATE TEACHERS COLLEGE

BULLETIN

State Teachers College

FREDERICKSBURG, VIRGINIA

Summer Quarter, 1928

FOR MEN AND WOMEN

First Term: June 11-July 21 (inc.)

Second Term: July 21-August 25 (inc.)

Board of the Virginia Teachers Colleges

W. CLYDE LOCKER, *President of the Board*, Richmond, Va.

W. BEN MEARS, Eastville, Va.

ROBERT A. MCINTYRE, Warrenton, Va.

MISS BELLE WEBB, Prince George, Va.

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DR. H. M. DEJARNETTE, Fredericksburg, Va.

MISS JEMIMA HURT, Roanoke, Va.

GEORGE N. CONRAD, Harrisonburg, Va.

MRS. FRANCES E. MILLER, Pearisburg, Va.

J. S. BOURNE, Independence, Va.

CECIL CONNOR, Leesburg, Va.

HARRY F. BYRD, Governor (ex-officio), Richmond, Va.

HARRIS HART, State Superintendent of Public Instruction (ex-officio),
Richmond, Va.

ROBERT K. BROCK, Secretary-Auditor, Farmville, Va.

The State Teachers College at Fredericksburg is supported by the State of Virginia in order that the young women of Virginia may have opportunity for preparation as teachers and home builders.

The summer quarter is as follows: First term, June 11-July 21; second term, July 21-August 25.

The winter session begins September 20.

Any one interested in either the summer session or the regular winter session, may secure full information, catalog, etc., by writing

A. B. CHANDLER, JR., *President*,
Fredericksburg, Va.

Summer Quarter

OFFICERS

A. B. CHANDLER, JR.
President

NANNIE G. McCLEARY
Secretary to President

B. Y. TYNER
Dean and Registrar

MOLLY COATES
Assistant Registrar and Secretary to Dean

MRS. JNO. C. FERNEYHOUGH
Treasurer and Bookkeeper

DR. C. MASON SMITH
Physician

HILDA HAYNIE
School Nurse

MRS. C. L. BUSHNELL
Dean of Women

MRS. MARY M. MYERS
Dietitian and Assistant to Dean of Women

LUCY TALIAFERRO
Superintendent Laundry and Postmistress

FRANCES THOMPSON
Librarian

Summer School Calendar

First term begins Monday, June 11th. (Registration.)

First term closes Friday, July 20th.

Second term begins Saturday, July 21st. (Registration and classes.)

Second term closes Friday, August 25th.

Registration days, Monday, June 11th, and Saturday, July 21st.

Class work begins promptly the second day of the first term, Tuesday, June 12th, and the first day of the second term, Saturday, July 21st. In order to secure credit for work taken students are expected to register and report to classes at the scheduled time.

Summer quarter closes after commencement exercises Friday evening, August 25th. All students are expected to remain through commencement exercises.

Faculty

A. B. CHANDLER, JR., B. A., M. A.

PRESIDENT

Preparatory Education in Virginia Midland and Bowling Green Academies; B. A. and A. M., University of Virginia; Phi Beta Kappa; Teacher in Locust Dale Academy; Miss Ellet's School for Girls; Special Student in Law, Washington and Lee University; Principal Clifton Forge Graded and High School; Principal in Richmond Public Schools; Professor English in Virginia Mechanics' Institute; Conductor of State Summer School at Fredericksburg; State School Examiner; Author Virginia Supplement to Frye's Grammar School Geography; Editor of School Page of News-Leader; Dean Fredericksburg State Normal School, 1911-1919; Co-Editor Virginia Journal of Education, 1918-1919; President Fredericksburg State Teachers College, May, 1919—.

BUNYAN Y. TYNER, B. A., M. A.

DEAN OF INSTRUCTION

Preparatory Education in Buies Creek Academy and Business College, North Carolina; B. A., Wake Forest College; M. A., Columbia University, with Special Diploma in Education, Teachers College; Teacher in Public Schools of North Carolina; Instructor in Buies Creek Academy Summer School; Principal, The Wingate High School, North Carolina; Graduate Student, Teachers College, Columbia University, Summer Sessions 1919 and 1926; Head of Department of Education and Director of Teacher Training, Fredericksburg State Normal School, 1912-1919; Dean, and Professor of Education, Fredericksburg State Normal School, 1919-1924; Dean of Instruction, and Professor of Education, State Teachers College, Fredericksburg, 1924—.

HARRY K. DORSETT, B. A., M. A.

EDUCATION

Graduate of Siler City, N. C., High School; B. A., Wake Forest College, 1921; M. A., Teachers College, Columbia University, 1927; Summer School Student, Columbia University, 1922, 1923, 1925, 1926, 1927; Graduate Student, Teachers College, Columbia University, Session 1926-27; Teacher in Public Schools, Greensboro, N. C., 1921-23; Principal, Buffalo High School, Greensboro, N. C.; Superintendent, Wentworth Consolidated Schools, Wentworth, N. C., 1924-26; Professor of Secondary Education and Supervisor of Campus High School, State Teachers College, Fredericksburg, Va., 1927—.

FRED M. ALEXANDER, B. A.

EDUCATION

B. A., College of William & Mary; student University of Virginia; Principal of Morrisville High School, 1907-1910; Principal of Orange High School, 1910-1913; Principal of Cape Charles High School, 1913-1916; Secretary Bureau of Extension, University of Virginia, 1916-1917; Instructor Fredericksburg State Teachers College, Summers of 1912, 1913, 1914, 1923 and 1924-25; Local Manager, University of Virginia Summer School, Summers of 1915-1919; Chairman of the State High School Course of Study Committee on Mathematics, 1923 revision; Member of Southern Commission on Accredited High Schools; Principal of the Newport News High School, 1917; President Virginia Education Association, 1925-27; Professor Education, State Teachers College, Fredericksburg, S. S., 1921; Advanced Courses in Education, Teachers College, Columbia University, Summer, 1927.

KATHLEEN SAVILLE, B. S.

ELEMENTARY EDUCATION AND SUPERVISION

Full Graduate of Farmville State Normal School, 1917; Student, University of Virginia, Summer Schools, 1917, 1918, 1921; Student, Cornell University Summer School, 1926; Part-time Student, University of Virginia and Rural Elementary Supervisor, Albemarle County Schools, 1925-26; B. S., Radford State Teachers College, 1927; Graduate Student, Teachers College, Columbia, 1927-28 (Major Elementary Education); Rural Elementary Supervisor, Montgomery County, Virginia, 1920, 1925; Principal and Teacher of Elementary Schools of Virginia; Special Teacher of One-room Vacation Schools, Virginia; Member State Board of Directors, Co-operative Education Association of Virginia; State Delegate, National Illiteracy Conference, 1924; Candidate for M. A. Degree, Teachers College, Columbia University.

MARTHA ROBINS, B. E., A. M.

EDUCATION

Preparatory Education, Valparaiso University, Valparaiso, Ind.; Teacher in Public Schools of Illinois; Normal Diploma and B. E., Illinois State Normal University, Normal, Illinois; Teacher of History and Civics in the Schools of Urbana, Ill.; Charge of the Americanization work, Urbana, Illinois; A. M., University of Illinois; Professor of Elementary Education, State Teachers College, Fredericksburg, Virginia, 1926—.

EILEEN LOIS KRAMER, Ph.B., M. A., Ph.D.

PROFESSOR OF EDUCATION

Graduate of Keystone State Normal School, Kutztown, Pa.; Ph.B., Muhlenberg College, Allentown, Pa.; M. A. and Ph.D., New York University, N. Y.; Graduate study at Lehigh University, University of Pennsylvania; University of California, and New York University; Taught in Public Schools of Northampton, Pa.; Dean of Cedar Crest Model School; Head of Department of Education, Cedar Crest College, Allentown, Pa.; Professor of Education, Fredericksburg State Teachers College, 1926—.

OSCAR HADDON DARTER, A. B., A. M.

SOCIAL SCIENCES

Educated, Carson-Newman College, Jefferson City, Tenn.; Diploma State Normal School, Ada, Okla., 1916; University of Oklahoma, 1917; A. B., State Teachers College, Ada, Okla., 1922; A. M., Teachers College, Columbia University, 1926; Superintendent of Mannsville High School, Mannsville, Okla., 1917-18; Instructor in A. E. F., France, 1918-19; Superintendent of Russett Consolidated High School, Russett, Okla., 1919-21; County Superintendent, Johnston County, Okla., 1921-23; Superintendent of Tupelo High School, Tupelo, Okla., 1923-25; Instructor in State Teachers College, Ada, Okla., Summers 1922-23-24-25; Head of History and Social Science Department, State Teachers College, Fredericksburg, Va., 1926—.

JAMES MORTON HERRING, A. B., A. M.

SOCIAL SCIENCES

Graduate Penn Argyle H. S., 1912; Lafayette College, 1916-17, 1919-22; A. B., Lafayette College, 1922, and A. M., 1924; Columbia University Summer School, 1922; Assistant Professor Social Science, Lafayette College, 1922-24; Graduate Studies, University of Pennsylvania, 1924; Professor Social Science, Fredericksburg State Teachers College, 1925; Assistant Professor, University of Pennsylvania, 1925—.

WILLIAM STAPLETON LONG, M. A., PH.D.

Randolph-Macon, 1909-13; Salem College, 1916-17; Western Reserve, 1917; University of Virginia, 1925-28; A. B., M. A. and Candidate for Ph.D., June, 1928; Taught in various Educational institutions, both high schools and colleges in Virginia and West Virginia; now Assistant in English, University of Virginia.

MARGARET D. MOORE, B. S., M. A.

ENGLISH

Graduate, High School, Hornell, N. Y., and State Normal College, Geneseo, N. Y.; B. S., Teachers College, Columbia University; M. A., George Washington University; Special Student, Cornell University and University of Rochester; Graduate Student, American University; Critic Teacher, State Normal School, Indiana, Pennsylvania, 1906-1913; Supervisor of English, State Normal School, New Paltz, N. Y., 1913-1926; Critic Teacher, City Training School, Rochester, N. Y., 1917-18; Instructor in Primary Methods, Grove City College, Pennsylvania, summers 1915-1918; Assistant Educationist in charge of citizenship training of candidates for naturalization, Bureau of Naturalization, Department of Labor, Washington, D. C., 1918-1925; Lecturer in Religious Education for Board of Sunday Schools, Methodist Episcopal Church, 1920-1925; Professor of English, State Teachers College, Fredericksburg, Virginia, 1925—.

MARY E. McKENZIE, A. B.

ENGLISH

Graduate, Eastern High School, Washington, D. C.; A. B., Oberlin College, Oberlin, Ohio; George Washington University, Summer Session, 1923; Columbia University, Summer Session, 1925; Head of English Department, Fredericksburg High School, 1924-25; Fredericksburg State Teachers College, 1925.

MARGARET H. LAKENAN, B. S.

ENGLISH—DRAMATICS

B. L., A. D., Crescent College, Eureka Springs, Arkansas; B. S., Teachers College, Columbia University, New York; Summer Sessions, American Conservatory, Chicago, Ill., Miller Studio, St. Louis, Mo.; Curry School of Expression, Boston, Mass.; Teacher of Piano and Expression in Public Schools of Rockvale, Tenn., Rover, Tenn., Jarrell Preparatory School, Chapel Hill, Tenn.; Head of Dramatics and Speech, Eudora High School, Eudora, Ark.; Assistant Professor of English, State Teachers College, Fredericksburg, Va., 1927—.

WINSTON CARTER BLEIGHT, M. A.

MATHEMATICS

A. B., Washington and Lee University, 1915; M. A., Columbia University, 1920; Principal Public Schools, Williamsburg, Va.; Head of the Department of Mathematics, Newman Manual Training School, New Orleans, La.; Principal of High School, Whaleyville, Va., 1923-27; Principal Binford Junior High School, Richmond, 1927—.

ROY SELDEN COOK, B. S., M. S., Ph. D.

SCIENCE

Preparatory Education at Miller School, Miller School, Va.; B. S., M. S., Ph. D., University of Virginia; Instructor in Science and Mathematics, Charlottesville High School; Principal of High School, Accomac, Va.; Fredericksburg State Teachers College, 1916-18; with A. E. F., 1918-19; Fredericksburg State Teachers College, 1919-21; Instructor in Chemistry, Miller School, Miller School, Va., 1921-22; Graduate student in Chemistry, University of Virginia, 1922-25; Ph.D., University of Virginia, June, 1926; Fredericksburg State Teachers College, 1925—.

HELEN H. SCHULTZ, B. S.

B. S., Peabody College, 1926; Instructor Nature Study and Community Study, S. T. C., Fredericksburg, Summer, 1926; County Supervisor Elementary Education, Clay County, Ala., 1926-27, 1927-28; Graduate Student, George Peabody College for Teachers, Summer, 1927.

MRS. B. Y. TYNER, B. A.

LANGUAGES

Preparatory Education, The Wingate High School, North Carolina; B. A., Meredith College; Teacher History and Languages, Union Institute, North Carolina; Instructor in Wingate High School; Languages, Fredericksburg State Normal School, 1920-24; Graduate Student, Teachers College, Columbia University, Summer 1926; Professor of Languages, State Teachers College, Fredericksburg, 1924—.

HARRIET G. COBB

FINE ARTS

Diploma, Southern College; Student Richmond Woman's College, University of Virginia, Columbia University; The Berkshire Summer School of Art; William and Mary Extension Courses; Teacher in Keysville High School, 1912; Teacher Public Schools, Tallapoosa, Ga., 1913; Teacher Public Schools, Elizabeth City, N. C., 1914; Supervisor of Art in Elementary Grades and Junior High, Richmond, Va., 1912-1922; Member of the Eastern Arts Association; Instructor of Art, John Marshall High School, Richmond, Va., 1922-1926.

ELLEN C. DONOHUE, A. B.

PHYSICAL EDUCATION

A. B., New York State College for Teachers, Albany, N. Y.; Graduate Sargent School for Physical Education, Cambridge, Mass.; Instructor in Club Swing-ing and Dancing, Sargent School, 1921-22; Athletic Instructor, Sargent Camp, Peterboro, N. H., 1922; Dancing and Swimming Instructor, Playgrounds, Rochester, N. Y., 1922 and 1923; Supervisor of Physical Training Public Schools, Buffalo, N. Y., 1922-25; Fredericksburg State Teachers College Summer School, 1925; Fredericksburg State Teachers College, 1925—.

GENEVIEVE KELLY

PUBLIC SCHOOL MUSIC AND VOICE

Slippery Rock State Teachers College, 1921; Student, New York University, 1923-24-25; Student, University of Pittsburgh, Fall, 1925-26-27; Teacher of Music and Art, Slippery Rock State Teachers College (Demonstration School), Summer, 1921; Teacher of Music and Art, New Castle Public Schools, 1921-22; Supervisor of Music, McKees Rocks Public Schools, Fall, 1925-26-27; Instructor, Public School Music, Edinboro State Teachers College, Summer, 1926; Instructor, Music and Art, Assistant Dean of Women, Clarion State Teachers College, Summer, 1927.

NORA C. WILLIS

INSTRUMENTAL MUSIC—PIANO

Educated in Public School of Fredericksburg; Graduate of Piano, Harmony, and Theory of Music, Fredericksburg College; Pupil of Jacob Reinhardt, Richmond; Piano Teacher in Williamson Presbyterian Academy; Piano Teacher in Woman's College, Richmond; Summer Work at Cornell University; Special Student Hollis Dann, 1924; Fredericksburg State Teachers College, 1911—.

MRS. MARY M. MYERS

DIETITIAN

Dietitian several years, Cafeteria, Richmond City Schools; Dietitian two years, State Teachers College, Fredericksburg; Dietitian several Summer Quarters, Fredericksburg State Teachers College; Dietitian, 1924-27, Woodberry Forest School; Dietitian, Virginia College, Roanoke, 1927—.

FRANCES THOMPSON

LIBRARIAN

Educated in Private and Public Schools and High School of Fredericksburg; Fredericksburg College; Library of State Teachers College, 1925; University of Virginia Summer School, 1925; Librarian State Teachers College, Fredericksburg, 1925; Library Course and Certificate, Teachers College, Columbia University, Summer, 1927.

HILDA E. HAYNIE, R. N.

COLLEGE NURSE

Graduate, Reedville High School; educated Blackstone College; Farmville College; Atelier of Huston & Clark, Richmond, Va.; Special Art Course, summer session, University of Virginia, 1922; Graduate Grace Hospital School of Nursing, 1924; one year private nursing; Trained Nurse, State Teachers College, 1925—.

MRS. CHARLES LAKE BUSHNELL, B. A.

DEAN OF WOMEN AND BIBLE

Graduate University of Tennessee, B. A.; Professor of Latin, Reidsville, N. C., High School; Professor of English, Winthrop College; Principal Gwynn School; Dean of Women, Synodical College, Fulton, Mo.; Graduate Student, Teachers College, Columbia University, 1925; Dean of Women, Fredericksburg State Teachers College, 1921—.

MOLLY COATES, B. S.

ASSISTANT REGISTRAR AND SECRETARY TO DEAN

Graduate of Fredericksburg State Teachers College, with B. S. Degree in Commercial Education, 1924; Assistant Registrar and Assistant in Commercial Department, Fredericksburg State Teachers College, 1924-1926; Assistant Registrar, 1926.

KATE G. TRENT, B. S.

SUPERVISOR PRIMARY GRADES

Graduate of High School Department, Farmville State Teachers College; B. S., Farmville State Teachers College, 1926; Assistant First Grade Supervisor, Farmville State Teachers College, 1924-26; Elementary Teacher in Richmond Public Schools, 1922-24; Farmville State Teachers College, Training School, Summer 1926; Supervisor First and Second Grades, Campus Training School, State Teachers College, Fredericksburg, 1926—.

EMILY W. JOHNSON, A. B.

SUPERVISOR, GRAMMAR GRADES, CAMPUS TRAINING SCHOOL

Graduate, State Normal School, Farmville, Va., 1911; Teacher, Public Schools of Virginia, 1911-1917; Government Service, War Trade Board and Treasury Department, 1917-20; Teacher, Sixth Grade, Jacksonville, Fla., 1920-21; Principal, Elementary Schools, Montgomery County, Md., 1921-24; A. B. in Education, George Washington University, 1924; Teacher, English and History, Oakland High School, Garrett County, Md., 1924-27; Graduate Student, Faculty of Political Science, Columbia University, Summer 1927; Supervisor, Grades Six and Seven, Campus Training School, Fredericksburg State Teachers College, January, 1928—.

The Summer Quarter

The essential facts in a nutshell pertaining to the organization and courses of study of the State Teachers College at Fredericksburg for the summer of 1928 have been set forth in a special bulletin issued by this college January, 1928. In order that prospective students may at once have a grasp of the scope of our Summer Quarter work, the major part of the material in the bulletin referred to is quoted below:

SUMMER QUARTER

DATES

The dates for the 1928 Summer School at the Fredericksburg State Teachers College are as follows:

1st Term—June 11 - July 21.

2nd Term—July 21 - August 25.

The first day of first term is for registration. Class work begins the second day.

ACCOMMODATIONS

The College provides dormitory accommodations for all students. Three dormitories are available. Only in exceptional cases will more than *two girls be assigned to a room*, thus providing greater comfort for the students. Men will live in the city.

COURSES OFFERED

The College offers all three quarters of the first year, all three quarters of the second year—both on the quarter basis, and the work of the third and fourth years on the term basis. A large number of such term courses are offered.

Appeal is made in these courses to the following classes of students:

1. *New Private or Public high school graduates.*
2. *HOLDERS of first grade certificates.*

3. *Holders of Elementary certificates.*
4. *Holders of Normal Professional Certificates.*
5. *Holders of Special Certificates.*
6. *Holders of Collegiate Certificates.*
7. *Teachers desiring special courses, with or without credit, in their field of work.*
8. *Those desiring to renew present certificates.*

NEW STANDARDS FOR HIGH SCHOOL TEACHERS

9. Special attention is directed to the *New Standard* for teachers in Accredited Virginia High Schools, passed by the State Board of Education, October, 1927, and providing that no new teachers may, after September, 1929, be employed in such schools except those who have completed four years of study in a standard college and received the Bachelor's degree.

It is reasonably certain that school boards throughout Virginia will adopt this standard for all teachers in accredited high schools, giving those now teaching on less than a degree basis a reasonable time in which to so qualify. Such teachers are especially invited to take advanced courses for degree credit at the Fredericksburg State Teachers College during the 1928 Summer School. Courses are offered for this group on the term basis.

STANDARD FOR HIGH SCHOOL PRINCIPALS

10. Attention is also called to the standard of the State Board for High School Principals, as follows: "All beginning principals of accredited high schools shall have the qualifications of the Collegiate Professional Certificate with two years of successful teaching experience, or the Collegiate with three years of experience."

Why not take at Fredericksburg whatever courses you lack for the Collegiate professional and be in line for a high school principalship with the professional preparation required by the State Board? You are invited to do this in Summer or Winter Courses. These Summer Courses are on the term basis.

Holders of the Collegiate Certificate may take the Education courses required for the Collegiate Professional Certificate. Advanced students working toward a degree take courses on the term basis and may earn 3 to 4 college hour credits each term or from 6 to 8 college hour credits during the quarter. Those taking work for renewal of certificate may complete the requirements in one term.

STANDING OF GRADUATES

Our graduates are filling successfully responsible positions in the elementary and high schools throughout the State and in other States. All accrediting agencies for Teachers Colleges approve our graduates. This College is a member of the American Association of Teachers Colleges. Its graduates are given the highest certificate granted by the State Board of Education. Those graduates who have attended advanced schools of education have made splendid records.

RECREATIONAL FACILITIES

The recreational facilities for our students are unsurpassed in Virginia. Splendid buildings, beautiful grove, tennis, athletic field, gymnasium, open air theatre, swimming pool, receptions, chautauqua, special lectures, delightful home life—everything possible is done to insure the satisfaction and happiness of the student group.

MEN RECEIVED

Men are received for the Summer Quarter on equal terms with women. They live in the city and attend as day students.

LOANS AVAILABLE

Worthy students who cannot finance Summer Quarter attendance may be helped through the College student loan fund.

ADVANCING STANDARD

The steadily advancing standard for teachers in Virginia, together with better salaries, means the gradual elimination of inadequately trained teachers and a guarantee of permanency and professional advancement for those qualified by adequate training. All teachers now serving on insufficient preparation are advised to secure their additional training *now*. They can do so in the Summer School, at low cost, and without loss of teaching time.

EXPENSES

	<i>1st Term</i>	<i>2nd Term</i>
Matriculation and Fees,		
Virginia Students.....	\$12.50	\$12.50
Board, Room, Laundry	38.00	33.00

NOTE: All non-residents of Virginia and all Virginia students not promising to teach in Virginia pay an additional tuition fee of \$5.00 per term.

PRACTICE TEACHING

Practice Teaching facilities are provided *on the Campus* for a limited number of Summer School Students.

REDUCED RAILROAD RATES

On identification certificate plan students coming by rail will be sold round-trip tickets at one and one-half regular fare for the round trip.

WHY ATTEND FREDERICKSBURG?

All courses are professionalized; low cost; splendid faculty; good meals; shady and cool location; historic setting; atmosphere of culture and refinement; unsurpassed highway and railroad facilities; interesting social, recreational and entertainment program; splendid dormitory accommodations for all students; tennis courts; athletic field, gymnasium, swimming pool; beautiful open air theatre; all activities grouped, giving added convenience; free placement bureau for graduates; all courses recognized as standard; the College holds membership in the American Association of Teachers Colleges as a Standard A Class Senior Teachers College.

WINTER SCHOOL 1928-29 SESSION

Additional appropriations for capital outlay and maintenance for the 1928-29 session, including a new \$70,000 training school building on the Campus of the College, give guarantee of a very superior educational program for the coming Winter Session. Such Summer quarter students as can do so are invited to continue through the regular session.

HOW TO REGISTER

Write a letter stating your desire to become a student and ask for room reservation. Immediately on its receipt, we will register you, reserve room and notify you. No advance fee payment is required. An additional form to secure information as the basis of your classification will be sent you after you have registered. The return of this simple form, properly filled in, completes all requirements.

LOCATION OF THE COLLEGE

The Fredericksburg State Teachers College occupies about sixty acres on historic Marye's Heights. The student of history will recognize this location as one of the most historic spots in America. It was for the possession of these heights that the

great battle of Fredericksburg was fought in December, 1863. At the foot of this hill is the old Sunken Road that figured so conspicuously in this battle.

The college is located on one of the most elevated points in Tidewater Virginia, and commands a magnificent view of Stafford Heights and the Rappahannock Valley.

The scene from the college on a clear day is one of the most inspiring and beautiful in the State.

A most attractive feature of the college grounds is a beautiful grove of about ten acres. This grove contains many varieties of our native trees and offers a delightful park for the students.

The topography of the campus is sufficiently rolling to render it in every way attractive.

The elevation of the ground is such as to give at all times pure air.

The corporate limits of the city of Fredericksburg adjoin the college grounds. A splendid driveway and concrete sidewalk connect the campus with the city. The students have ample opportunity for church attendance, shopping and sightseeing.

BUILDINGS AND EQUIPMENT

1. DORMITORIES

The buildings are of classic types of architecture, convenient, large and handsome. Every student's room is well lighted and ventilated and is furnished in mission style and contains stationary washstand with hot and cold water, dresser, center table, single beds, electric lights and two large inlet wardrobes. There are three Dormitories—Virginia Hall, Frances Willard Hall, Betty Lewis Hall.

A new dormitory, fully equipped, was constructed in 1926 as an additional wing to Virginia Hall. On the first floor of the new unit the following activities are housed: library, business office, post office, student activity rooms, faculty room, parlor. The second and third floors are dormitories. This new building provides greatly added facilities for the features above mentioned.

In Frances Willard Hall is located the dining room, which is large and splendidly lighted. The kitchen, also in this hall, is supplied with every convenience and modern sanitary requirement. The stairways are constructed of fireproof material.

Monroe Hall is a spacious, thoroughly ventilated building with recitation rooms, gymnasium, rest room, and auditorium. This is one of the coolest and best ventilated buildings for summer work in Virginia.

Betty Lewis Hall is a new and splendidly equipped dormitory.

The College conducts an up-to-date Laundry for the Summer School students. This service is included in the board charge. The grounds and buildings are lighted by electricity.

2. LABORATORIES AND LIBRARY

The laboratory equipment in the various departments is ample for summer school students. Additional equipment is constantly being added.

In the library may be found about nine thousand volumes of selected works bearing on all phases of study for summer school teachers and on the tables may be found the current magazines and newspapers, all of which are placed at the disposal of the summer school.

3. ATHLETIC FIELD

In order to prepare fully for the Physical Education Course, this College has constructed a standard athletic field consisting of a fifth-mile running track and jumping pits, the space between the track being levelled and grassed and used for field hockey, mass games and plays and other outdoor athletic activities. This field also serves, in harmony with the plan of the State Department of Public Instruction, as one of the athletic centers for the finals in high school meets for the high schools of some twelve or fifteen counties convenient to this center.

4. OPEN AIR THEATRE

This College has an open air theatre in its beautiful grove to seat 800 persons. The material used is reinforced concrete. The theatre is used for plays and concerts, May Day and Commencement Exercises, and various types of student activities both during the Summer Quarter and in the Fall and Spring Quarters. Certain Summer School classes may be scheduled in the open air theatre.

5. TEA ROOM—"THE LITTLE RED LANE"

The Tea Room, named by the students "The Little Red Lane," is open to the students and on occasions to the public. This is a well appointed room and is a very popular resort for both students and faculty. It is located in the rear basement of Willard Hall. This room will be operated during the Summer Quarter.

6. NEW SWIMMING POOL

A commodious and modern swimming pool, costing \$36,000, unsurpassed in its appointments by any pool in the State, has recently been completed and is open to Summer School students.

The pool has the following features: 25x60 ft.; tile lined; splash trough; gallery for spectators; dressing rooms; showers; electric dryers; equipment room; chlorination, filtration and heat distributing machinery. It is used both on instructional and recreation basis. An interior picture of the pool appears in this catalog.

7. NEW TRAINING SCHOOL

A new training school building is now under construction on the campus of the College, at a cost of \$70,000. This building is to be modern in all its appointments. When completed no institution in the State will have superior student teaching facilities to the Fredericksburg Teachers College, either for Elementary or High School work. This building will be ready for the regular session, 1928-29. The practice classes for the Summer School will be held in regular classrooms of Monroe Hall, the academic building of the College.

8. NEW WATER SYSTEM

Through a \$100,000 bond issue the City of Fredericksburg has constructed a new water system, including concreting the reservoir, a filtration plant, new and enlarged water mains, thus giving a bountiful supply of clear and chemically pure water at all times. The water for the College is secured through special pipe lines connected with the City reservoir. These improvements are, therefore, enjoyed by the College, and constitute a valuable asset.

FREDERICKSBURG

1. SITUATION AND HISTORY

Fredericksburg is situated on the Rappahannock River, one hundred and twenty-five miles from Chesapeake Bay, and a pleasant ride from the capital of the United States or the capital of Virginia.

This beautiful little city of about eight thousand people is one of the cleanest, most progressive and prosperous cities of its size in the South.

It is an ideal home city, having within its confines a people noted for their hospitality, neighborly kindness and respect for the best in social ideals.

In the matter of historical associations, it is one of the oldest and most interesting in America. It was founded in 1727, and named for Frederick, Prince of Wales, father of George II. It is advertised by the Chamber of Commerce as "the most historic city in America."

It was here that George Washington came as a youth and grew to young manhood. Here his mother lived, died and is

buried. Over her the devoted women of America have erected an imposing shaft.

It was in this historic city that Washington was made a Mason. Everywhere in the city we find something associated with his life and influence and his spirit still lives in the patriotic thinking of the people.

Here is found Kenmore, the beautiful home of Colonel Fielding Lewis, who married a sister of Washington; the old Rising Sun Tavern, the resort of many of the notables of General Washington's day; the old house to which James Monroe held a pocket deed to qualify him for a seat in the House of Burgesses; the home of General Hugh Mercer, who was killed at the battle of Princeton; the only home that John Paul Jones ever had in America, and from which he went to establish the American Navy; the law offices of James Monroe; the birthplace and home of Commodore Matthew F. Maury, the man who has received perhaps more recognition from the scientific world than any other American, and many other places associated with the early history of our country.

No place in America is more closely identified with the history of the War between the States than Fredericksburg and the country adjacent. Here within a radius of fifteen miles was spilled, perhaps, more blood during this war than upon any equal area at any time on the face of the globe up to the recent world war. Any lover of history must be delighted with a visit to Fredericksburg. The scenery in and around the city is beautiful, the climate unsurpassed, the water supply pure and abundant, and the health record is equal to that of any city in Virginia.

2. FREDERICKSBURG BATTLEFIELD PARK

The Congress of the United States recently passed a bill, carrying an initial appropriation of \$50 000 for the establishment of a battlefield park in the Fredericksburg area and suitably marking its battlefields—Chancellorsville, Wilderness, Spotsylvania Court House, Salem Church and Fredericksburg. Students of the Summer Quarter will have opportunity to visit these nearby battlefields, all of which are very accessible over excellent State highways. The College itself is located on Marye's Heights, the scene of the battle of Fredericksburg.

3. PUBLIC IMPROVEMENTS

During the past two years more money has been spent or allocated to be spent in or around Fredericksburg as a center than has ever been spent for public improvements in a city of like size during a similar period at any time in the history of the State, amounting altogether to upwards of \$4,000,000.

TRANSPORTATION

1. RAILROADS

Reduced railroad rates are provided for students attending the Summer School for either the first or second term on the identification certificate plan. The reduced rates will be given by the railroad companies. Identification certificates will be sent out to all registered students a week before the opening dates of the first and second terms respectively. Students living on the Eastern Shore should purchase one fare tickets to Old Point or Norfolk and use the identification certificate for round trip ticket from either of these points to Fredericksburg and return. All students who can possibly do so are urged to use the identification certificate for attendance by rail travel since they are sold at one and a half fare, and considerable financial saving will thus be effected.

Round trip week-end tickets to Richmond (\$2.60) and to Washington (\$2.40) and intermediate points were sold to the college students last session by the R. F. & P. R. R. Co., and if the business justifies it the Railroad Company assures the college that this policy will be continued for the 1928-29 session and the 1928 Summer School. This College is nearer each of these Capitals than any other college for women in the State and the low rate offered gives opportunity to the students to visit the Capitals at small cost or to make week-end visits to intermediate points at correspondingly reduced rates.

Several railroads center here—the Richmond, Fredericksburg and Potomac; the Virginia Central; the Seaboard Air Line; and the Atlantic Coast Line.

There are about fourteen trains arriving in Fredericksburg over these lines from Richmond and a like number from Washington every day. These trains make connection at Richmond and Washington for all points and at Alexandria for all points on the Southern Railroad; at Doswell for all points on the Chesapeake and Ohio Railroad. The Virginia Central has one train a day to and from Orange Court House, where connection is made with the Southern and C. & O.

2. STATE HIGHWAYS AND BUS LINES

Fredericksburg is the center of comfortable bus service over the State highways radiating from this bus service center in all directions. These lines are as follows:

Fredericksburg—Warsaw.
Fredericksburg—Culpeper.
Fredericksburg—Orange.
Fredericksburg—Washington.
Fredericksburg—Richmond.
Fredericksburg—Center Cross.

At least one bus trip is provided daily between these bus termini, and four daily trips each way are scheduled on the Richmond-Fredericksburg-Washington line.

WHEN YOU ARRIVE

1. When you arrive at the station, take a taxi to the College. The charge for this service is 25c. You should have your trunk plainly marked with your name and State Teachers College address.
2. When you arrive at the College, report to the Dean of Women for room assignment. Deliver to her your trunk check, together with 35c for drayage, and your trunk will be delivered promptly to your room.
3. Follow instructions found posted in the halls for your registration and assignment of classes.
4. Be sure to get a printed schedule of classes when you register.

RECREATIONAL AND SOCIAL FEATURES

A varied program of recreational and social features is provided for the students of the Summer School which add greatly to their contentment and happiness. Among them are the following:

1. Devotional Exercises.

A weekly convocation schedule is provided in the auditorium. All students are expected to attend these exercises. The students, thru the Y. W. C. A., conduct brief, daily devotional exercises.

In the city of Fredericksburg regular services are held in the Baptist, Episcopal, Presbyterian, Methodist, Christian and Catholic Churches. The students of the Summer School are earnestly invited to attend these services. They will also receive a most cordial welcome to the Sunday Schools of the various churches.

2. Moving Pictures.

The school owns its own moving picture machine, and a number of pictures, both recreational and educational, are exhibited for the benefit of the students.

3. Sight-Seeing Trips.

The school owns a comfortable bus, seating sixteen persons. A number of sight-seeing trips to the nearby battlefields and

through the historic city of Fredericksburg may be scheduled, using this bus, at nominal cost, for the students.

4. *Special Addresses.*

In addition to the scheduled work, special lecturers will appear on our Summer School program from time to time, discussing various educational and sociological problems in which the live teacher ought to be interested.

5. *Choral Club.*

The Music Director will organize a Choral Club, with voluntary attendance, thus providing a splendid opportunity for practice in group singing, and giving training in organizing and conducting mass singing in the schools.

6. *Story-Telling Hour.*

A story-telling hour will be scheduled, conducted at suitable intervals about twilight on the lawn. This feature should prove interesting and helpful to prospective teachers.

7. *Outdoor Games.*

The physical education director will give opportunity for mass outdoor games and plays in the late afternoons. The athletic field will be used for this purpose.

8. *Reception by Faculty.*

During the first week of school the President and Faculty tender to the whole student body an informal reception, giving all an opportunity to become acquainted and promoting the social spirit.

9. *Swarthmore Chautauqua.*

The Swarthmore Chautauqua will appear as usual in July. Special arrangements have been made for student-tickets at half price. One-half of this will be paid out of the Campus fee, the student paying the other half. It is hoped that every student will secure a Chautauqua ticket.

10. *Dormitory Life.*

The College offers dormitory rooming accommodations to all women students. The men will live in the city, but may take meals in the College dining hall, if they prefer. The cost is cheaper than in the city. All women students except those whose homes are in Fredericksburg or vicinity are expected to live in the College. They will not be received as students on any other basis except by special arrangement with the parent.

All students rooming in the dormitories are expected to be in their rooms when the lights are put out, and to respect the privileges of one another in the matter of keeping the dormitories quiet. They are also expected to conform to all other regulations made in the interest of the students as a group and of the College. Student Government is in effect during the Summer School on the same basis as the Winter School. See Student Government Handbook, available for all Summer School students.

All possible freedom of movement is allowed students, consistent with the academic and social standards of the College. Irregularities which would bring criticism or reproach upon the student or the College will not be permitted.

After assignment to rooms students will not change their rooms without permission of the Dean of Women.

Students are expected to use the furniture and equipment without abuse and pay for any unnecessary damage.

1. BOARD AND LAUNDRY

Board includes table board, furnished room in the dormitory, bed linen, laundry, electric lights, use of bath room, with hot and cold water. Students are expected to keep their own rooms in order. Board begins with lunch Monday, June 11th.

The expenses are as low as it is possible to make them. No reduction will be allowed for absence of less than a week, except on account of illness. This rule applies to those entering late as well as to those leaving during the session. Students entertaining visitors for meals will be expected to purchase meal tickets. These tickets cost 25 cents apiece. The laundry is in operation the second, third, fourth and fifth weeks of the first term, and the second, third and fourth weeks of the second term, and students will be allowed a reasonable number of pieces. Board must be paid upon entrance. Students furnish their own napkins, towels and soap. Each student should have a laundry bag.

2. GYMNASIUM SUITS

Every student who takes Physical Education must have a gymnasium outfit. If a student does not already have such an outfit, it may be purchased at the College on arrival at practical cost as follows: Black Poplin bloomers, full plaited, \$2.00; white regulation Lonsdale jean middy, \$1.25; tennis shoes or gymnasium shoes may be purchased at Brown & Crismond's in the city at about \$1.50 per pair.

3. SWIMMING SUITS

Those using the swimming pool must use the standard bathing suit adopted by the College, and sold at the College at cost—\$1.00 each.

IMPORTANT NOTES

1. PRACTICE TEACHING IN SUMMER QUARTER

The practice school is conducted at the College in both primary and grammar grade work and accommodates those second year students whose situation is such that they must have practice teaching during the Summer Quarter. The practice school is under the direction and supervision of the Education Department.

2. HEALTH

Students who have been exposed to typhoid fever, measles, or other contagious diseases are asked not to attend the school until all danger of contracting the disease has passed.

Students who are exhausted physically or nervously are advised not to attend this or any other summer school, but to spend the summer resting.

3. INFORMATION ON COURSES

If you have any doubt as to the course you desire or are entitled to take, you should at once correspond with the Dean of the Summer School, Mr. B. Y. Tyner, submitting your credits or giving requested information as to your preparation. He, in turn, will take pleasure in giving you accurate information and sound advice.

4. HIGH SCHOOL CREDITS

Students should bring with them their high school credits, certified by their Principal or Division Superintendent, and turn them over to the Dean of the Summer Quarter as the basis for educational guidance and classification. This is highly important, and will avoid error and delay.

5. BASIS FOR OFFERING COURSES

The College reserves the right not to offer any course for fewer than ten students. Courses in addition to those catalogued may be offered if there is sufficient demand.

Standards and Certificates of the State Board of Education

The State Board of Education grants the following certificates:

1. Provisional Elementary.
2. Elementary.
3. Normal Professional.
4. Special.
5. Collegiate.
6. Collegiate Professional.

The work at this college leads to any one of these certificates, and may be taken in summer or winter quarters or in a combination of the two.

PROVISIONAL ELEMENTARY CERTIFICATE

Students who hold the Provisional Elementary Certificate good for two years are expected to complete the remainder of the work for the full Elementary Certificate during the summer of 1928. The Elementary Certificate is the minimum requirement for teaching in a standard school.

Students who have completed the first quarter of Course I or Course II prior to the summer of 1928 and who complete an additional quarter this summer with a total of ten session hours or thirty quarter hours will be issued a certificate on which to teach for one year, thus permitting them to complete the third quarter for the full Elementary Certificate in 1929.

High School graduates entering the 1928 summer quarter will have their credits reserved in the office until they have met the requirements for the Elementary Certificate. Such students may continue on through the winter session of 1928-29 and thus shorten the time for securing the Elementary or the Normal Professional Certificate.

ELEMENTARY CERTIFICATE

The Elementary Certificate is issued on completing fifteen college session hours, or three quarters of professional study, *taken in residence*, and distributed as follows:

I. Academic subjects, 3-4 session hours.

1. English—Two session hours.
2. History and social science.
3. Science.

II. Educational subjects:

1. General education, 2-3 session hours.
 - a. Principles of teaching.
 - b. Educational psychology.
 - c. Educational sociology.
 - *d. School management.
 - e. Rural school problems.
2. Health and physical education:
 - a. School hygiene and physical inspection of school children, 1 session hour.
 - b. Physical education, 1 session hour.
3. Elementary education, including special methods of teaching the various school subjects, 3-5 session hours.

III. Applied arts, 2-3 session hours.

Music.

Drawing.

Manual training or industrial arts.

Home economics.

In lieu of the required certificate of proficiency in penmanship, credit for $\frac{1}{2}$ session hour in penmanship may be offered.

This certificate is good for seven years and is renewable.

NORMAL PROFESSIONAL CERTIFICATE

The Normal Professional Certificate is issued on the basis of completion of a prescribed two-year course of study in a standard normal school or teachers college which requires for admission graduation from a standard public or private high school, or successfully passing standard college entrance examinations. The program of studies must cover a minimum of 30 college session hours including the following subjects:

*This or another of the courses in education shall embrace a detailed consideration of pupil accounting including a study of the records Virginia teachers are required to keep during the school session.

Practice teaching.....	2 to 3 session hours
Physical education.....	1½ “ “
Teaching of physical education.....	½ “ “
School hygiene including physical inspection of school children.....	1 “ “
Penmanship.....	½ “ “
or certificate of proficiency in penmanship.	

Three quarters, or the entire second year work, leading to this certificate are given here during the Summer Quarter of 1928.

This certificate is good for ten years and is renewable.

SPECIAL CERTIFICATE

The Special Certificate is issued on the basis of completion of two years' work in a standard college, provided the credits aggregate thirty college session hours' work and include three college session hours in education, and one college session hour in school hygiene.

The holder is permitted to teach in the high schools those subjects in which he has credit for six session hours' work, except for home economics, and science.

This certificate is issued for six years and is renewable, subject to the regulations for the renewal of certificates, for periods of six years.

SPECIAL CERTIFICATE IN SCIENCE

Applicants who satisfy all other requirements and present credit for twelve session hours' work distributed equally among not more than three sciences may teach the sciences for which credit is presented. If, however, credit is presented for four session hours' work each in biology, chemistry, and physics, the applicant may teach all branches of science offered in the high schools.

COLLEGIATE PROFESSIONAL CERTIFICATE

This is the highest grade of certificate issued by the State Board of Education, and is given to students who complete the four year course for the B. S. degree from a standard teachers college. The emphasis for the four year course leading to the degree and certificate may be either in the elementary or in the secondary field. The teacher may thus be prepared for teaching and supervising the elementary school subjects and program or the high school subjects and program, or groups of special subjects in either field. Especial attention is called to this, since there is an evident misapprehension on the part of many who contemplate a four year degree course. Correspondence on this

point is especially invited. The Collegiate Certificate is granted to those who have taken a degree, but have not included the minimum courses in Education. This college plans its degree courses to meet the requirements for the Collegiate Professional Certificate, which is of higher rank than the Collegiate Certificate.

RENEWAL COURSES

Courses leading to a higher certificate automatically renew lower grade certificates. Two courses are required for the renewal of any certificate and at least three courses are required for the re-instatement of a certificate that is out of date.

Courses for renewal are determined largely upon the basis of the certificate to be renewed. The Dean of Instruction or the Registrar should be consulted before selecting courses for the renewal of any certificate. Usually certificates may be renewed in one six-weeks' term.

ADMISSION REQUIREMENTS

The College admits to its courses the following students:

1. Graduates of accredited public high schools.
2. Graduates of accredited private high schools.
3. Holders of first grade or higher certificates.
4. Those who pass the State College entrance examinations.
5. Students transferring from other standard colleges.
6. Mature students over 20 years of age, under certain conditions, may be registered as special students.

NOTE: Holders of Elementary Certificates, who are not graduates of accredited high schools, but who may have taught successfully in the schools of the State for a number of years, and who may wish to continue college programs leading to the Normal Professional Certificate or to a college degree, will be given credit for the high school units completed and will be enrolled as special college students until the deficiencies in high school credits have been fully made up.

NOTES ON COURSES:

NOTE 1. Graduation from an accredited high school admits students without condition to Courses I, II, and IV, leading to teaching in the elementary grades; and to Course III, leading to teaching in the high school, except as mentioned below.

NOTE 2. Students wishing to major or minor in Latin or French must submit at least two high school units in the Language in which they wish to major or minor.

NOTE 3. One unit in Algebra and one unit in Plane Geometry are pre-requisite for those contemplating majoring or minoring in Math, and one additional unit in Business Arithmetic and one in Advanced Algebra are recommended.

NOTE 4. For majors or minors in English, History, and Science students must have met the requirements in these subjects as set up by the State Board of Education for graduation from an accredited high school.

REQUIREMENTS FOR DIPLOMA OR DEGREE

The completion of the Elementary Course, as outlined in the latest catalog, with at least 93 quarter hours, is required for the two-year diploma. The completion of the four-year course with a minimum of 186 quarter hours, as outlined in the latest catalog, is required for the Degree of B. S. in Education. Students pursuing either the two-year or the four-year course, whether continuously or interruptedly, are expected to conform to the catalog requirements from year to year during the period in which they are taking the course.

STANDING OF B. S. GRADUATES

B. S. degree graduates of this College may be selected without prejudice as teachers in any of the high schools of Virginia. Superintendents and principals of the best type of high schools recognize and appreciate the value of a Teachers College degree as a guarantee of superior preparation for teaching in such schools. Similarly the B. S. degree based upon a major in Elementary Education gives a well-recognized superior training for teaching and supervision in the Elementary field.

Classification of Students

It is the policy of the College to classify students in the year in which they have the major part of their work, and the following interpretation is placed on classification:

1. *First Year or Freshman*—

A student is classified in the first year or Freshman class until she has been in residence three quarters and has earned a minimum of 46½ quarter hours' credit.

2. *Second Year or Sophomore*—

A student is classified in the second year or Sophomore class until she has completed six quarters in residence and has earned a minimum of 93 quarter hours' credit.

3. *Third Year or Junior*—

A student is classified in the third year or Junior class until she has been in residence for nine quarters and has completed a minimum of 139½ quarter hours' credit.

4. *Fourth Year or Senior*—

A student is classified in the fourth year or Senior class when she has met the requirements as listed in the first three years.

NOTE 1.—Students who maintain a standard of at least B in 50% of the work taken and make no grades lower than C may be permitted to carry as much as 18 credits a quarter and thus shorten the time required for graduation by approximately one quarter or 12 weeks.

NOTE 2.—Mature students with teaching experience who show special capabilities, and under-graduate students who average B or above on their work, may, with the approval of the Dean of Instruction, carry a load somewhat in excess of 18 credits and shorten the time required for graduation correspondingly, provided that in no case the time is shortened more than two full quarters.

NOTE 3.—186 quarter hours are required for the B. S. Degree.

NOTE 4.—Students who have met the residence requirements in any given year may be classified in the next higher year provided they are not conditioned on more than 10% of the work taken in the previous year.

QUALITATIVE STANDARDS

1. *Scholarship*

- a. First year students who fail on fifty per cent or more of their work for the first quarter are placed on probation for the second quarter and must make at least fifty per cent of their work for the first year in order to be permitted to re-enter the college for the second year. Students doing hopelessly poor work at the end of the second quarter may, in the discretion of the Faculty, be asked to withdraw from the college at that time.
- b. Students in Second, Third, or Fourth years who do not make at least seventy-five per cent of their work for two successive quarters may be asked to withdraw from the college.

2. *Pre-requisites for Practice Teaching*

- a. Students in Courses I and II must make a grade of C or above on at least fifty per cent of their work in order to be permitted to do practice teaching in the training schools.
- b. Students in Course III must make an average grade of C or above in each of the courses constituting their majors and minors.
- c. No student who has a condition or failure on more than four quarter hours of work may be permitted to enter the training school for practice teaching. Conditions may be removed while doing practice teaching only upon the advice of the training school supervisors with the approval of the Dean of Instruction.
- d. Students who do not meet the above requirements can bring their work up to the standard by repeating courses on which their grade is D or below.

3. *Requirements for Graduation.*

Students are expected to maintain the qualitative standard set up above throughout the courses leading to the two or four-year diploma.

In addition to these standards and the credit requirements of 186 quarter hours, to be awarded any diploma a student's record in both work and conduct must be satisfactory. No diploma will be awarded until all financial obligations have been discharged. In addition, however good the work in other subjects may be, a student will not be awarded a diploma if she is notably deficient in *spelling*, *writing*, or *English composition*, or if she has failed in her *practice*

teaching, or if her social attitude is such that, in the judgment of the faculty, she is unfitted to serve successfully as a teacher in the public schools.

4. *Grading System and Reports.*

- a. The grading system is as follows:

A—Excellent.
B—Good.
C—Medium.
D—Passing.
E—Condition.
F—Failure.

- b. Credits are issued to students at the end of each term for courses on the term basis, and at the end of the summer quarter for courses on the quarter basis.
- c. Credits are issued for students on graduation, or upon request at other times, without charge. These credits should be preserved as a charge of \$1.00 is made *for duplicates* of credits.

REQUIREMENTS FOR THE B. S. DEGREE IN EDUCATION

All candidates for the Bachelors Degree must complete in the four-year course the following.

1. Constants:

English.....	18 quarter hours
Education and Supervised Teaching.....	45 quarter hours
Social Science.....	18 quarter hours
Physical or Natural Science.....	9 quarter hours
Health and Physical Education....	9 quarter hours

2. Majors and Minors:

Each candidate for a degree selects before the beginning of her second year one major and two minor subjects of study. The major may be selected from the fields of English, Social Science, Science, French, Latin, Mathematics, Commercial Education, Physical Education, and Primary or Grammar Grade Education. Students are permitted to major in courses leading to teaching in the high school and to minor in elementary education, and vice versa.

The minors may be selected from the same groups of subjects or from Music, Arts, or Home Economics.

Subjects in which the minimum requirement is 36 quarter hours for a major and 27 quarter hours for a minor:

English	Elementary Education
Social Science	Physical Education
*Science	Commercial Education

Subjects in which the minimum requirement is 27 quarter hours for a major and 18 quarter hours for a minor:

Mathematics
Latin
French

3. *Electives:*

In addition to the constants and majors and minors, which are not exclusive, each applicant, with the approval of the Dean of Instruction or Classification Committee, will elect such additional subjects as to bring the total of quarter credit hours to 186.

ADMISSION TO COURSES

Graduation from an accredited high school admits a student to any course leading to the B. S. Degree, except that students must meet the pre-requisite requirements for entering any given course where such pre-requisites are set up in the catalog.

Students who have previously completed the two-year course are eligible to continue any of the courses leading to the B. S. Degree. However, where a student changes courses she will be expected to meet the requirements set up for the degree in the course to which she transfers at the beginning of her third year. Liberal substitutions and adjustments will be made on the basis of work already completed.

DIPLOMAS AND DEGREES

On the completion of Course I or Course II a student is granted the two-year diploma and the Normal Professional Certificate, entitling her to teach in any or all of the seven elementary grades in the public schools of Virginia.

*In order to meet the State requirement for a certificate in Science a student must complete three Sciences with four session hours' credit each or two Sciences with six session hours' credit each.

On the completion of Course III or Course IV a student is awarded the B. S. Degree in Education and the Collegiate Professional Certificate—the highest certificate issued by the State of Virginia. This certificate entitles a student to teach in the elementary grades and to teach in the high school all subjects in which she has completed as much as six college session hours' credit, except in Home Economics and Science, in which courses the following credits are required:

Home Economics.....	13 session hours
Science.....	12 session hours

Courses of Study

Summer, 1928

COURSE I—PRIMARY—FIRST YEAR

Required:

First Quarter (11 weeks)	Second Quarter (11 weeks)	Third Quarter (11 weeks)
<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Arts 101 Fine Arts.... 2	Arts 102 Fine Arts.... 2	*Ed. 123A Rd-Lang. etc..... 5
Ed. 101 Psy..... 3	*Ed. 122A Prs. Tchg.. 3	*Ed. 123B Arith..... 2
*Ed. 121 Com. Study . 3	*Ed. 122B Hist.-Geog. 3	*Ed. 123C Citizenship. 3
Eng. 101 Funds..... 3	Eng. 102 Comp..... 3	Eng. 103 Ch. Lit..... 3
H. Ed. 101 Hygiene... 3	Mus. 102 P. S. Mus... 1	P. Ed. 103 Gym..... 1
Mus. 101 P. S. Mus.... 1	P. Ed. 102 Gym..... 1	Sc. 103 Nature Stdy.. 2
P. Ed. 101 Gym..... 1	Sc. 102 Nature Stdy.. 2	
16	15	16

*Ed. 121; Ed. 122A, B; and Ed. 123A, B, C, constitute a unit course in Primary Education.

COURSE II—GRAMMAR GRADE—FIRST YEAR

Required:

First Quarter (11 weeks)	Second Quarter (11 weeks)	Third Quarter (11 weeks)
<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Ed. 101 Psychology... 3	Arts 112 Fine Arts.... 2	Arts 113 Fine Arts.... 2
†Ed. 131A Hist.-Geog. 3	†Ed. 132A Prins..... 3	†Ed. 133 Citizenship.. 3
†Ed. 131B Arith..... 3	†Ed. 132B Lang-Sp.etc. 3	Eng. 103 Child Lit.... 3
Eng. 101 Funds..... 3	†Ed. 132C Hist.-Geog. 3	H. Ed. 103 Hygiene .. 3
Mus. 101 P. S. Music.. 1	Eng. 102 Comp..... 3	Mus. 103 P. S. Music . 1
P. Ed. 101 Gym..... 1	P. Ed. 102 Gym..... 1	P. Ed. 103 Gym..... 1
Sc. 101 Nature Stdy... 2	Mus. 102 P. S. Mus... 1	Sc. 103 Nature Stdy... 2
16	16	15

†Ed. 131A, B; Ed. 132A, B, C; and Ed. 133 constitute a unit course in Elementary Education.

COURSE I—PRIMARY—SECOND YEAR

Required:

[illegible]

†Offered on the term basis this summer. See page 37.

Electives: Group A—Academic

<i>First Term</i>	<i>Periods</i>	<i>Credits</i>	<i>Second Term</i>	<i>Periods</i>	<i>Credits</i>
(Six weeks)			(Five weeks)		
*Ed. 231 Tests & Meas. . .	7	3	*Ed. 233 Tests & Meas. . .	9	3
Eng. 221 Cont. Lit.	5	3	Eng. 233 Cont. Lit.	6	3
SSc. 231 U. S. Hist.	5	3	Math 213 Adv. Gr. Arith. .	6	3

*Repeated for second term.

Electives: Group B—Arts

<i>Credit</i>				<i>Credit</i>				<i>Credit</i>			
A B C				A B C				A B C			
Mus. 211 Pub.				Mus. 212 Pub.							
Sch. Mus.....	T	2	2	Sch. Mus.....	3	T	0				
				Mus. 222 Pub.				Mus. 223 Pub.			
				Sch. Mus.....	0	T	3	Sch. Mus.....	3	3	T
Art 211 Dr. &				Art 212 Dr. &							
Des.....	T	3	3	Des.....	3	T	0				
				Art 222 Dr. &				Art 223 Dr. &			
				Des.....	0	T	2	Des.....	2	2	T

‡Ed. 231 Tests & Meas.....T	3	3
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‡On the term basis for this summer. See page 37.

NOTE: Regular practice teaching facilities are provided for both Primary and Grammar Grade students during the summer quarter. Credit: 15 quarter hours. See Ed. 241-242-243; and Ed. 251-252-253, for write-up.

COURSE II—GRAMMAR GRADE—SECOND YEAR

Required:

[illegible]

†Offered on the term basis for this summer. See page 37.

Electives: Group A—Academic

<i>First Term</i> (Six weeks)	<i>Periods</i>	<i>Credits</i>	<i>Second Term</i> (Five weeks)	<i>Periods</i>	<i>Credits</i>
*Ed. 231 Tests & Meas. . .	7	3	*Ed. 233 Tests & Meas. . .	9	3
Eng. 221 Cont. Lit.	5	3	Eng. 233 Cont. Lit.	6	3
*SSc. 242 Soc. Geog.	5	3	*SSc. 243 Soc. Geog.	6	3

*Repeated for second term.

Electives: Group B—Arts

<i>Credit</i>				<i>Credit</i>				<i>Credit</i>			
A B C				A B C				A B C			
Mus. 211 Pub.				Mus. 212 Pub.							
Sch. Mus. T 2 2				Sch. Mus. 3 T 0				Mus. 223 Pub.			
				Mus. 222 Pub.				Sch. Mus. 3 3 T			
				Sch. Mus. 0 T 3							
Art 211 Dr. &				Art 212 Dr. &							
Des. T 3 3				Des. 3 T 0							
				Art 222 Dr. &				Art 223 Dr. &			
				Des. 0 T 2				Des. 2 2 T			

NOTE: Regular practice teaching facilities are provided for both Primary and Grammar Grade students during the summer quarter. Credit: 15 quarter hours. See Ed. 241-242-243; and Ed. 251-252-253, for write-up.

COURSE III—HIGH SCHOOL—FIRST, SECOND, THIRD AND FOURTH YEARS

Subjects in Course III are listed this summer on a six-weeks basis. Students will be guided in the selection of their courses by the Dean of Instruction and Registrar. For courses offered see below.

COURSE IV—ELEMENTARY

The first and second years of Course IV are identical with the first and second years of Courses I and II. The work of the third and fourth years is selected from subjects listed under Course III, third and fourth years, under the guidance of the Dean of Instruction. Courses in Education and content subjects are differentiated to meet the requirements of elementary teachers. Students taking Course IV are permitted to minor in any of the fields, except Commercial Education, listed on page 30 of the catalog.

COURSES OFFERED ON THE TERM BASIS—SUMMER, 1928

FIRST AND SECOND YEAR COURSES					
<i>First Term</i> (Six weeks)	<i>Periods</i>	<i>Credits</i>	<i>Second Term</i> (Five weeks)	<i>Periods</i>	<i>Credits</i>
Ed. 103 Intr. to Ed.	5	3	Ed. 223 Prs. of Tchg. ...	6	3
*Ed. 141 Elem. Ed.	5	3	*Ed. 142 Elem. Ed.	6	3
*Ed. 231 Tests & Meas. .	7	3	*Ed. 233 Tests & Meas. .	9	3
Eng. 101 Funds.	5	3	Eng. 102 Comp.	6	3
Eng. 131 Eng. Survey ..	5	3	Eng. 132 Eng. Survey ...	6	3
Eng. 221 Cont. Lit.	5	3	Eng. 233 Cont. Lit.	6	3
Eng. 252 Shakespeare ..	5	3	Eng. 253 Shakespeare ...	6	3
			Eng. 133 Amer. Survey .	6	3
Eng. 261 Exp. & Play			Eng. 262 Exp. & Play		
Prod.	5	3	Prod.	6	3
*H. Ed. 202 Hygiene	5	3	*H. Ed. 203 Hygiene	6	3
P. Ed. 111 Swimming ..	3	.5	P. Ed. 112 Swimming ...	4	.5
*P. Ed. 121 Interpretive			*P. Ed. 122 Interpretive		
Dancing.	5	3	Dancing.	6	3
†Lang. French.	5	3	†Lang. French.	6	3
†Lang. Latin.	5	3	†Lang. Latin.	6	3
Math. 101 Adv. H. S.			Math. 213 Adv. Grade		
Arith.	5	3	Arith.	6	3
Math. 102 Col. Algebra.	5	3	Math. 103 Col. Algebra .	6	3
Math. 201 Tchg. H. S.			Math. 202 Solid		
Math.	5	3	Geom.	6	3
Math. 203 Trig.	5	3			
Sc. 111 General Sc.	10	4	Sc. 112 General Sc.	12	4
Sc. 201 Biology.	10	4	Sc. 202 Biology.	12	4
Sc. 211 Chemistry.	10	4	Sc. 212 Chemistry.	12	4
SSc. 111A Cont. Civil. .	5	3	SSc. 111B Cont. Civil. ..	6	3
SSc. 112A Amer. Hist. .	5	3	SSc. 112B Amer. Hist. .	6	3
SSc. 231 U. S. Hist.	5	3			
*SSc. 242 Soc. Geog.	5	3	*SSc. 243 Soc. Geog.	6	3
†Library Training.	2	0	†Library Training.	2	0

*Repeated for the second term.

†The work offered in French and Latin will be determined by the demand and needs of students applying for these courses.

‡The college is offering this summer a twelve-lecture course in Library Training to specially fit teachers to qualify for library work as planned by the State Department of Education for standard elementary and high schools. Teachers who qualify and perform this service will have a bonus added to their salaries.

THIRD AND FOURTH YEAR COURSES

Ed. 303A Hist. & Phil. of Ed.....	5	3	Ed. 303B Hist. & Phil. of Ed.....	6	3
Ed. 401 Administration.	5	3	Ed. 402 Tch. & Supv....	6	3
Eng. 311 Pub. Spkg....	5	3	Eng. 312 Tennyson.....	6	3
Eng. 401 19th C. Poet..	5	3	Eng. 402 19th C. Novel.	6	3
			Math. 301 Analytic Geom.....	6	3
P. Ed. Th. & Coach. of Athletics.....	5	3	P. Ed. 323 Camp Craft .	6	3
P. Ed. 311 Adv. Swim..	3	.5	P. Ed. 312 Adv. Swim...	4	.5
P. Ed. 421 Playground.	5	3	P. Ed. 422 Pageantry...	6	3
Sc. 301 Org. Chem.....	10	4	Sc. 302 Org. Chem.....	12	4
Sc. 401 Physics.....	10	4	Sc. 402 Physics.....	12	4
SSc. 311 Mod. History .	5	3	SSc. 312 Mod. Hist.....	6	3
SSc. 313 Mod. History .	5	3	SSc. 401 Economics.....	6	3
SSc. 411 Sociology.....	5	3	SSc. 412 Sociology.....	6	3
*Library Training.....	2	0	*Library Training.....	2	0

*The College is offering this summer a twelve-lecture course in Library Training to specially fit teachers to qualify for library work as planned by the State Department of Education for standard elementary and high schools. Teachers who qualify and perform this service will have a bonus added to their salaries.

RENEWAL OF CERTIFICATES

For courses for renewal of certificates see page 37.

NOTE 1: The above courses may be taken for the renewal of certificates, special certificates, and for credit toward the Normal Professional and Collegiate Professional Certificates. Courses marked 300 and above may be taken for advanced college credit leading to the B. S. Degree in Education.

NOTE 2: The college reserves the right not to offer any course for fewer than ten students. Other courses may be offered if there is sufficient demand.

Departments of Instruction

PROFESSIONAL COURSES

EDUCATION

The purpose of the courses in this department is to prepare young women for the work of organizing, governing, and teaching in the schools of Virginia. In addition to broad and accurate scholarship, a teacher should be trained in the underlying principles of individual and social life and development, and should comprehend the meaning and aim of education. She should, furthermore, be acquainted with the best practices of the teaching profession and the theories upon which such practices are founded. A knowledge of child nature, growth and development is absolutely essential for best results.

Not only are broad and accurate knowledge of principles and an acquaintance with the most approved methods in education necessary for the best equipment of the teacher, but also the ability of practical application in teaching. An opportunity for obtaining this last requirement is found in actual teaching under direction in the Rural and Campus Training Schools.

FIRST YEAR

EDUCATION 101: EDUCATIONAL PSYCHOLOGY. The following topics are studied in this course: the physiology of the nervous system; heredity and environment; intelligence (definitions, native, growth, distribution, and testing); behaviorism; instincts; association and memory; imagination; perception and apperception; and kinds of thinking. The divisions of the work are considered in the light of their application in the classroom. The relation of psychology to objectives in education is stressed throughout the course.

Tests: Gates, *Psychology for Students of Education*, and Starch, *Educational Psychology*.

Three periods a week for the first quarter.

EDUCATION 103: INTRODUCTION TO EDUCATION. This course aims to introduce the student to a scientific study of education and to orient her in the various influences and factors that are present in the field of education. The possibilities and handicaps of teaching as a profession are discussed. A brief survey of the contributions of different phases of education (philosophy, sociology, psychology, vocational guidance, etc.) is undertaken. The course aims to prepare and direct the student in the specialized study to come later.

Tests: Dearborn, *An Introduction to Teaching*; Frasier-Armentrout, *An Introduction to Education*.

Five periods a week for the first term.

EDUCATION 121: COMMUNITY STUDY. The emphasis in this quarter of the unit course is on Nature Study and helps to give the student the subject-matter background necessary to teach Community Study in the primary grades. The study in this part of the course is primarily on problems relating to the plants and animals of the home and community of the child and the state in which he lives. The emphasis in the second quarter—Ed. 122B—is on Geography, and in the third quarter—Ed. 123C—on Citizenship. The State Elementary Course of Study is used as a guide in the course.

One double and two single periods a week for the first quarter.

Laboratory Fee 75c.

ED. 122: ELEMENTARY EDUCATION AND OBSERVATION. Primary Grades. This course presents and discusses the aims and objectives of primary education; the educative values as related to the subject matter of the primary curriculum, and the most effective methods of presenting such subject matter. The course of study of the Virginia Elementary Schools is used as a guide. The major emphasis is on Reading, however, as this is the big problem of the beginner.

ED. 122-A: Primary Grades. PRINCIPLES OF TEACHING. Presentation and discussion of the aims, values, subject matter and method as definitely related to Primary Education.

Three periods a week for the second quarter.

ED. 122B: Primary Grades. HISTORY-GEOGRAPHY. The subject matter of this course includes community geography and history, the regional geography and the history of Virginia, and the regional geography of Eastern U. S. The State Elementary Course of Study is used as a guide in the selection and organization of material. The principles and methods of teaching the primary grades receive specific application to this group of subject matter. Especial attention is given to motivation and correlation as well as activities of the grades. Various types of lessons as well as methods of collecting materials for effective teaching are developed. Lesson plans are given, tried, discussed, and criticized in the light of recent developments in the teaching of History-Geography. Observation and demonstration lessons in the Training School.

Three periods a week for the second quarter plus one period of observation in the Training School.

ED. 123A: Primary Grades. ENGLISH: READING, COMPOSITION, SPELLING AND PENMANSHIP. The purpose of this part of the unit course is (1) to lead the students to see and to discuss the problems that arise in the teaching of English, and to devise adequate solutions; (2) to familiarize the students with the many types of primary texts and to enable them to select and use the best effectively; (3) to observe, discuss and work out with students the various types of lessons used in the primary grades and to illustrate these types and the use of correlated materials in the organizing of lessons and lesson plans; (4) to show the application of the principles of education in the teaching of primary English.

While oral composition, spelling and penmanship in relation to simple written composition constitute part of this course, the major emphasis is on the teaching of reading in the primary grades. The Course of Study for Virginia Elementary Schools is studied and interpreted. A definite attempt is made to relate the reading, story work and composition of this course to the other portions of the primary curriculum.

Five periods a week for the third quarter.

ED. 123B: Primary Grades. ARITHMETIC. In this division of the unit course the students are given a rapid review of the fundamentals of Arithmetic, with emphasis on the place of number work in the primary grades. Motive for teaching

number work, its relation to the other phases of primary education, and ways and means of making it vitally interesting in the lives of small children constitute the chief aim of the course. Technique of procedure is more of an incident here.

The State Elementary Course of Study is used as a basis for the work.

Two periods a week for the third quarter.

EDUCATION 123C: Primary Grades. CITIZENSHIP. This course is a continuation of Education 122B. The background of History-Geography is here given a more specific application to the problems of community civics, such as arise in the primary grades. The basic experience of the child in the home, the neighborhood, the playground, the school, and the church is enlarged to include all the activities of the community with which the child should be familiar. This includes the simpler processes of government in the county, the city, and the state. Self-government finds expression in civic and self-government clubs of the grades in the schoolroom, and in the activities in the school building and on the school grounds.

Three periods a week for the third quarter.

EDUCATION 131A: Grammar Grades. HISTORY-GEOGRAPHY. This course builds a geographic foundation for understanding the regional and climatic conditions of human relationships in the different zones. The geographic conditions studied during the first four or five weeks are applied in the study of human geography of the U. S., and the geographic background of American history. American history is studied through biography and problems centralized around special selected topics. Projects and problems arising from the study of geography to industrial relationships constitute a part of the course. The State Elementary Course of Study is used as a guide in the selection and organization of material. Lesson planning is assigned in relation to various lesson types. Lesson plans are developed, tried, criticized, and discussed in the light of recent developments in the teaching of History-Geography. Sources of material for instruction receive attention.

Three periods a week for the first quarter.

EDUCATION 131-B. GRAMMAR GRADE ARITHMETIC. This course is a thorough treatment of the subject-matter of the grades from the teacher's standpoint. Usable knowledge of the underlying principles and their ready control is emphasized. Classroom methods are suggested and special emphasis is placed upon the selection and use of the material and devices. Discussions will be based on observation and work in the training school. Practical applications of the use of standard tests are employed.

Texts: Smith, Modern Advanced Arithmetic; Stone, The Teaching of Arithmetic.

Three periods a week for the first quarter.

ED. 132A: ELEMENTARY EDUCATION. Grammar Grades. This course is a continuation of the principles developed in Educational Psychology, and is a related part of a "unit course" in elementary education in which laws of learning, principles of teaching, and management factors are studied in relation to the curriculum of the grammar grades. Observation in the training schools constitutes a definite part of this and the other phases of this course. So far as practicable, students are given apprenticeship experience in the training schools before they begin their actual teaching experience. The other portions of this unit course are listed under Ed. 131A and B; 132B and C; 133.

This course, or the corresponding primary grades course, is required of all students for the Elementary and Normal Professional Certificates.

Three periods a week for the second quarter.

ED. 132B: Grammar Grades. ENGLISH. The purpose in this part of the unit course is to develop with the students the underlying principles in the teaching of reading, oral and written composition, literature, spelling and penmanship in the grammar grades. The work of the quarter is devoted to a study of the Course of Study used in Virginia Elementary Schools for these subjects, and the methods of presenting this subject-matter. Free classroom discussion is conducted and each student should get a working knowledge of the standards for judging relative values, and good teaching. Special emphasis is placed on the selection of material, questioning, lesson plans, means for motivation of the work in these subjects and the correlation of these one with another, and with the other subjects in the grades. Observation in the Training Schools constitutes a definite part of the course. Students see classes taught in the subjects of the intermediate and grammar grades, and discuss the work observed from the standpoint of educational principles. This work is done jointly between the education department and the other departments concerned, thus making a most valuable course from the standpoint of both subject-matter and educational practice.

Three periods a week for the second quarter.

EDUCATION 132C: Grammar Grades. HISTORY-GEOGRAPHY *continued*. The regional and climatic geography of the first quarter is here applied to a study of each of the continents. First, regional and climatic geography are studied in relation to the human geography (peoples—their customs, habits, occupations, industry, and commerce), and the history of North and South America. Starting from their commercial relations with the U. S., the continents of the Old World (Asia, Europe, and Africa), are studied in relation to human geography. The use of the State Elementary Course of Study and the methods of Education 131A are continued. Observation and demonstration lessons in the Training School.

Three periods a week for the second quarter plus one period of observation.

EDUCATION 133: Grammar Grades. CITIZENSHIP. The background of Education 131A-132C is here applied to the ordinary problems of community civics. Specific problems of citizenship are worked out in their historical settings by various groups of students, and reported for class discussion. For example: functions of local government; local rural and city social and economic problems; functions of Virginia state government; Virginia school system; social and economic problems of Virginia; functions of the national government; the U. S. constitution; the family; industrial problems; agriculture; etc. The State Elementary Course of Study is used as a guide in the selection and organization of material. The methods of 132C are continued.

Three periods a week for the third quarter.

EDUCATION 141-142: ELEMENTARY EDUCATION. This course is intended primarily for teachers in service wishing special aid in the problems of elementary education. Organization, management factors, school discipline, and methods of teaching the various elementary school subjects are topics treated in the class.

A simple text, such as LaRue, *The Child's Mind* and the *Common Branches*, is used as a basis for the course. 142 is a repeat of 141.

Five periods a week for the first term. Six periods a week for the second term.

SECOND YEAR

ED. 201A-202A-203A: EDUCATIONAL SOCIOLOGY. This is a combination lecture, research, and current events course. The lectures cover in an elementary way the forces which have been and are making for civilization, and those which retard it; also the intimate relationship existing between society and its institutions, especially the schools. Special reports are made by the students bearing upon the real meaning and place of education in a democracy. Current topics on various phases of social work and betterment are reported upon from day to day. The need of a social viewpoint in education, and its relation to the vocations, arts, religion, and right living are emphasized throughout the course.

Five periods a week for the first quarter. Repeated for the second and third quarters.

ED. 201B-202B-203B: RURAL SOCIOLOGY. This course aims to develop an understanding and appreciation of the social problems of the community having a population of 2,500 or less. The following are some of the topics for consideration: health and sanitation, morality, migration, poverty, lack of co-operation, scientific methods of farming, co-operative marketing, bad roads, leagues and parent-teacher associations, boys' and girls' clubs, the home, the church, and the school. At least one rural community will be the object of a detailed study. Lectures, readings, and special reports.

Five periods a week for the first quarter. Repeated the second and third quarters.

EDUCATION 211-212-213: HISTORY OF EDUCATION. In this course a brief survey is made of the development of the educational system from primitive times to present day. The contributions of the past to our present educational system are evaluated. It is the aim of the course to develop a deeper appreciation of present day educational institutions and practices. The status of the teacher throughout the ages is considered. Especial attention is given to the evolution of the modern conception of education through the Humanistic, Realistic, Naturalistic, Psychological, Scientific, and Sociological movements, under such representative leaders as Milton, Comenius, Locke, Rousseau, Pestalozzi, Herbart, Froebel, Spencer, Dewey, and others. The history of education in Virginia, as well as its present status is studied during the latter part of the quarter.

Five periods a week for the first quarter. Repeated for the second and third quarters.

ED. 223: PRINCIPLES OF SECONDARY EDUCATION. This course aims to give an intensive study of current practices and tendencies in the field of secondary education. Some topics that receive consideration are: history of the high school movement; types of organization of secondary education with especial emphasis on the Junior High School; relation of high school to elementary school and college; the high school pupil; the high school teacher. A rather extensive study of the high school curriculum is undertaken, with the idea in mind of inter-relating the subject-matter so as to better realize the objectives of secondary education as they are incorporated in the generally accepted "Seven Cardinal Principles."

Texts: To be selected.

Six periods a week for the second term.

ED. 231-233: TESTS AND MEASUREMENTS. This course deals with the scientific aspects of teaching. A study of procedure in measuring, classifying, and grading students is made. Much practice is given in scoring tests, determining the measures of central tendency—of variability—and in finding correlations. The results of actual testing programs are presented graphically. The course should be of inestimable value to the classroom teacher, as well as to the supervisor and administrative official. 233 is a repeat of 231.

Seven periods a week for the first term. Nine periods a week for the second term.

ED. 241-242-243: PRACTICE TEACHING. Courses in principles and theories of education, methods of teaching various school subjects, and observation of teaching done by supervisors in the Training Schools form the basis for a course in practice teaching. This course is required of every candidate for a diploma in Courses I and II. Its purpose is to give to the student-teacher the ability to put into practice the methods and principles which have previously been studied; efficiency in the method of presenting subject-matter; ability to control children; the skill and confidence to meet situations which arise in school work. Each student teaches the subjects of one or more grades and is required to observe the teaching of the subjects in the other grades of the school. Every student in Courses I and II teaches for a period of twelve weeks, and has definite observation and discussion

work for twelve additional weeks. Students in Courses III and IV do practice teaching in the third and fourth years of the course. Educational tests are given during the teaching term, thus assuring acquaintance of students with the tests, and giving them a scientific basis for grading their students.

ED. 251-252-253: CONFERENCE. Three hours each week are set aside for Training School Supervisors to meet the student teachers in a rather informal discussion of the problems that arise in practice teaching. Questions are freely asked and discussed; more practical and scientific methods of dealing with various situations are here formulated; and an attempt is made to show the weak and strong points in certain practices of the various teachers and grades. Special-day programs carried out in the grades by the teaching section are brought to the attention of the non-teaching sections. Also brief reports are made from time to time on work that is being done in other schools with a view to the practicability of its introduction into the Virginia schools.

Three periods a week for the first, second and third quarters for teaching students.

THIRD YEAR

ED 303A-303B: PHILOSOPHY OF EDUCATION. This course treats of the factors making for civilization—the home, the school, the vocation, the state, the church, etc. The subject of education is approached from the scientific viewpoint. The course aims to determine the real place of education in society, the content of the curriculum, the best methods of procedure and to give a broader conception of the field of education—to apply more of the scientific and less of mere opinion to our educational process.

Text: Dewey, *Democracy and Education*; Chapman and Counts, *Principles of Education*; Kilpatrick, *Foundations of Method*; and other parallel texts on each of the phases of education studied.

Five periods a week for the first term. Six periods a week for the second term.

FOURTH YEAR

ED. 401: SCHOOL ADMINISTRATION. This course aims to consider the present status and tendencies in organization and administration of school systems, with emphasis on improving the existing order in Virginia. A study is made of the origin and development of schools; units of school control; duties of officials; the selection, tenure, pay and training in service of teachers; financing public education; publicity; statistics in education; records and reports; and extra-curricula activities. The study aims to develop an understanding and appreciation of the inner workings of efficient school organization.

Text: Cubberly, *Public School Administration*.

Five periods a week for the first term.

ED. 402: TEACHING AND SUPERVISION. The following topics are considered in this course: objectives of school supervision; conferences; technique of visitation; lesson planning; the assignment; supervised study; questioning; homogeneous grouping; testing; classroom control; types of recitations (projects, socialized recitations, problem solving, appreciation, drill, review, red-letter lessons). Classroom procedures are analyzed and evaluated. The course is differentiated so as to meet the needs of both elementary and high school teachers. General summation of educational theory in its application is undertaken. Classroom teaching receives major emphasis throughout the study.

Texts: Barr and Burton, *The Supervision of Instruction*, and Douglass, *Modern Methods in High School Teaching*.

Six periods a week for the second term.

ENGLISH

Every department of instruction in the College is urged to co-operate in the general policy of holding all students to a reasonable degree of correctness in the fundamental essentials of acceptable usage in spoken and written English.

There is no subject in the whole course which is more fundamental, since every department is affected by it and finds its work stronger or weaker as the work in English is strong or weak. One of the matters in which this appears prominently is that of the vocabulary. The student whose vocabulary is limited necessarily gains much less from the text-book, and never obtains the same ideas as the one who has a wide range. This is particularly true of those who are taking strictly professional work. It is almost safe to say that the one who brings an adequate preparation in English to the difficulties of this work derives twice as much from it.

At the opening of the first quarter, two diagnostic tests are given in an attempt to discover for each entering student, first of all, her knowledge of the fundamentals of English, and, then, her ability to use this knowledge in her oral and written composition. On the basis of these tests, each student is placed in a class where her individual needs can be most effectively met.

Applicants should take pains to observe all the requirements, as there is no other subject in which it is so necessary to be well prepared.

Subjects required for a major in English:

Pre-requisite: Four high school units in English.

First year:	Eng. 111-112-113.....	9 quarter hours
	Eng. 131-132-133.....	11 quarter hours
Second year:	Eng. 252-253.....	6 quarter hours
	Eng. 222.....	3 quarter hours
Third year:	Eng. 312 or Eng. 313.....	3 quarter hours
Fourth year:	Eng. 402.....	3 quarter hours

Subjects required for a minor in English:

Pre-requisite: Same as for major.

First year:	Eng. 111-112-113.....	9 quarter hours
	Eng. 131-132-133.....	11 quarter hours
Second year:	Eng. 252-253.....	6 quarter hours

FIRST YEAR

ENG. 101A: HISTORY AND DEVELOPMENT OF THE ENGLISH LANGUAGE. Primary and Grammar grades. This course is intended for those students who show, in the preliminary tests, no need for intensive technical drill in the fundamentals of English. Through a study of the history and development of the English Language, the student acquires a wide margin of material leading her to build up right attitudes toward her own use of English and toward the teaching of English

fundamentals. To make the course as practical as possible, there are many oral and written reports through which each student is helped to discover her weaknesses in sentence sense, punctuation, spelling, pronunciation, and in the use of accepted grammatical forms. On the basis of the student's actual errors, there is repeated exercise in discovering the reason for the weakness, in substituting correct forms, and in discussing the teaching problems involved.

Text: Cross, Fundamentals in English, Part I.

Three periods a week for the first quarter.

ENG. 101B: ENGLISH FUNDAMENTALS. This course is for those students who need, as shown by the tests, intensive study in the fundamentals of English. There is at least one theme a week carefully examined and returned. The purpose of the themes is to help each student discover her own weaknesses, and to feel, through this discovery, a need for knowing those principles of grammar which are useful in building up good habits in both oral and written English. To meet these individual needs, the course provides for a thorough study of all the elements of sentence structure, and for repeated drill in substituting correct forms for the student's actual errors. The major emphasis is on the immediate and constant use of the correct forms in all speaking and writing.

While this intensive study of English Fundamentals is particularly stressed during the first quarter, the principles carry over and are followed up in the work in composition and literature in the second and third quarters, in all courses in English in the first year.

Three periods a week for the first quarter.

ENG. 102A: REVIEW OF FUNDAMENTALS. Primary and Grammar Grades. This course grows out of the work in English 101. There is a thorough study of the fundamentals of English grammar including the minimal essentials which the pupil should know and the wider knowledge which the teacher should have. This work is motivated by a study of the development of grammar teaching in the schools, and is followed by a discussion of the aims in teaching grammar, the psychology of grammar teaching, and tests and devices for measuring the results of English teaching. The course continues to develop right attitudes toward good usage. The student is encouraged to apply immediately and constantly, in all speaking and writing, her increased knowledge of accepted grammatical usage.

In addition to many short themes, there is one long theme calling for the proper use of library facilities, the logical organization of material gathered from various sources, and the proper method of making an outline and a bibliography.

Text: Cross, Fundamentals in English, Part II.

Three periods a week for the second quarter.

ENG. 102B: COMPOSITION FOR PRIMARY AND GRAMMAR GRADES. This course aims to give the student an opportunity to apply more extensively the principles learned in English 101. There are many short themes in an attempt to help the student get her knowledge of correct and effective sentence structure over into her habits. In addition to this, there is considerable time given to the logical organization first, of one long theme calling for the proper use of library facilities and the proper method of making a bibliography and an outline.

Three periods a week for the second quarter.

ENG. 103A: CHILDREN'S LITERATURE. Primary Grades. Through wide reading of appropriate material, this course aims to give a first-hand knowledge and appreciation of the different types of literature suitable for children in the primary grades, and an understanding of the principles and methods of using it. Some time is given to the reading and teaching of poetry, to story-telling and to dramatization.

Three periods a week for the third quarter.

ENG. 103B: CHILDREN'S LITERATURE. Grammar Grades. Through wide reading of appropriate material, this course aims to give a first-hand knowledge and appreciation of the different types of literature suitable for children in the grammar grades, and an understanding of the principles and methods of using it. Some time is given to the reading and teaching of poetry, to story-telling and to dramatization.

Three periods a week for the third quarter.

ENG. 101: FUNDAMENTALS. Covering in the main the work as outlined in Eng. 101A and 101B.

Five periods a week for the first term. Three quarter hours' credit.

ENG. 102: COMPOSITION. Covering in the main the work as outlined in Eng. 102A and 102B.

Six periods a week for the second term. Three quarter hours' credit.

ENG. 131: A SURVEY OF ENGLISH LITERATURE. This course provides for a survey of English Literature from the Anglo-Saxon period to the beginning of the Romantic movement. Historical, social, and religious tendencies of the various periods of national life are observed through a study of masterpieces from significant authors representative of the various periods, rather than through a study of the history of literature as such.

Text: Watt-Munn, Ideas and Forms of English and American Literature.

Five periods a week for the first term.

ENG. 132: A SURVEY OF ENGLISH LITERATURE. This course provides for a survey of English Literature from the beginning of the Romantic movement to the present.

Pre-requisite: English 131.

Text: Watt-Munn, Ideas and Forms of English and American Literature.

Six periods a week for the second term.

ENG. 133: A SURVEY OF AMERICAN LITERATURE. In this course the emphasis is on the literature of the nineteenth and twentieth centuries. The aim of the course is similar to that of English 131-132. There is a constant comparison of American literature with English literature of the same period and of preceding periods.

Pre-requisite: Eng. 131-132.

Text: Norman Foerster, American Poetry and Prose.

Six periods a week for the second term.

SECOND YEAR

ENG. 201-2-3: LITERATURE FOR PRIMARY AND GRAMMAR GRADES. This course continues and enlarges upon the work given in Eng. 103, Children's Literature. First-hand knowledge of many more books of each of the types suitable for children of the different grades is required. Picture books, poetry, general fiction, history, biography, and books of travel, nature, science, and invention are discussed. A study is made of children's reading interests as affected by age, sex, mental ability, interests, and home environment. The characteristics of desirable and undesirable books for children are noted, and an effort is made to discover ways of teaching children to appreciate good literature and to form the habit of reading it.

Three periods a week for the first quarter. Repeated for the second and third quarters.

ENG. 211-2-3: ORAL READING. This course is designed to train the student in accurate and appreciative reading, both oral and silent, and through a study of the science of speech to free the voice from any restriction and to remedy any speech defect.

Three periods a week for the first quarter. Repeated for the second and third quarters.

ENG. 221: CONTEMPORARY LITERATURE. This course aims to give a knowledge and an appreciation of the best literature of the late nineteenth and twentieth centuries in America, England, and, to a limited extent, in Europe. This course is a survey of poetry and drama.

Five periods a week for the first term.

ENG. 233: CONTEMPORARY LITERATURE. This course aims to give a knowledge and an appreciation of the best literature of the late nineteenth and twentieth centuries in America, England, and, to a limited extent, in Europe. This course is a survey of the short story and the novel.

Six periods a week for the second term.

ENG. 252: SHAKESPEARE'S COMEDIES. This course aims to acquaint the student with eight or ten of the best comedies of Shakespeare; it also aims to give the student a comprehensive idea of the social background of Elizabethan England and of the history and development of the drama up to the time of Shakespeare. The comedies are read rapidly with the chief emphasis upon an understanding and appreciation of the story and the characters, but with some attention to structural details.

Text: Brooke-Cunliffe-McCracken, Shakespeare's Principal Plays.

Five periods a week for the first term.

ENG. 253: SHAKESPEARE'S TRAGEDIES. This course offers an intensive study of six of Shakespeare's best tragedies. In the study of both the tragedies and the comedies, attention is given to the source material and to the stage history of the play.

Pre-requisite: English 252.

Text: Brooke-Cunliffe-McCracken, Shakespeare's Principal Plays.

Six periods a week for the second term.

ENG. 261-262: VOCAL EXPRESSION AND PLAY PRODUCTION. This course considers such subjects as the theory and practice of vocal expression; fidelity of interpretation; selection of material for plays, lighting, costuming, and conducting rehearsals. Some time is given to the actual making of costume plates, stage models and to the production of plays.

Five periods a week for the first term. Six periods a week for the second term. An extra charge of \$15.00 each term is made for this course.

THIRD YEAR

ENG. 311: READING AND PUBLIC SPEAKING. Material is selected for reading that will enrich the mind in all its faculties, give training in the elements of vocal expression, and develop a voice to respond to thought and feeling.

Five periods a week for the first term.

ENG. 312: TENNYSON. This course aims to give an appreciative study of Tennyson, the master artist in rhythm and melody, in relation to his period and to modern life.

Six periods a week for the second term.

FOURTH YEAR

ENG. 401: POETRY. This course is designed to offer to students a more comprehensive study of the works of outstanding poets of the Nineteenth Century, both English and American. The class work includes discussions and reports on assigned readings.

Five periods a week for the first term.

ENG. 402: THE NOVEL. This course is designed to offer to students a more comprehensive study of the works of outstanding English and American novelists of the Nineteenth Century. The class work includes discussions and reports on assigned readings.

Six periods a week for the second term.

MATHEMATICS

Mathematics rightfully occupies an important place in the school curriculum, and especially should this be true in a Teachers College, for in whatever work the teacher may engage, she will need the knowledge of mathematics and its principles. Besides, the industrial and commercial world furnish motivation for every important mathematical process in every-day life. Mathematics often fails to command the proper respect of patrons and pupils because of the teacher's failure to emphasize its practical applications and to properly present business methods and customs. For this reason, the department especially emphasizes business methods and the applications of mathematics to practical life. The emphasis throughout the course is on number, the tool for solving problems of daily importance. Since good results in mathematics must be based upon a thorough working knowledge of this subject, the courses aim to give this knowledge and to strengthen the weak points in the student's mathematical training; to develop logical systematic thought; to train to clear, concise, and accurate expression; to develop and strengthen the reasoning powers of the pupil; to develop the spirit of original and independent work.

Students who choose Mathematics as a major subject are required to take at least the following courses:

Pre-requisite: Algebra, one unit; Plane Geometry, one unit. Recommended, in addition to these, Business Arithmetic, one unit; Advanced Algebra, one unit.

First Year—Math. 101-102-103.....	12 quarter hours
Second Year—Math. 201-202-203.....	10 quarter hours
Third Year—Math 301-302.....	6 quarter hours

The minor requirement is the work of the first two years listed above.

FIRST YEAR

MATH. 101: ADVANCED ARITHMETIC. This course is not a review of grade arithmetic, but is an advanced course based upon business problems and acquaints the student with laws, customs, and forms of business.

Text: To be selected.

Five periods a week for the first term.

MATH. 102: COLLEGE ALGEBRA. This course is both a brief review of High School Algebra from the teacher's standpoint and work in advance of that usually given in a High School course. Approved method of presentation accompany the work.

Text: Siccloff & Smith, College Algebra.

Five periods a week for the first term.

MATH. 103: COLLEGE ALGEBRA. This is a continuation of Math. 102.

Text: Siccloff & Smith, College Algebra.

Six periods a week for the second term.

SECOND YEAR

MATH. 201-2-3: ADVANCED HIGH SCHOOL MATHEMATICS.

MATH. 201: TEACHING HIGH SCHOOL MATHEMATICS. The typical parts of Algebra and Geometry are discussed with the general aim of putting students in possession of approved methods. Papers and talks on assigned readings, discussions, and examination of text-books forms a part of this course.

Text: To be selected.

Five periods a week for the first term.

MATH. 202: SOLID GEOMETRY. This course is accompanied by a parallel review of Plane Geometry.

Text: Wells and Hart, Solid Geometry.

Six periods a week for the second term.

MATH. 203: TRIGONOMETRY. This course is accompanied by practical application to field work.

Text to be selected.

Five periods a week for the first term.

MATH. 212-213: ADVANCED GRADE ARITHMETIC. This is an advanced course in Grade Arithmetic with the major emphasis on social business practices, and undertakes to acquaint the student with simple laws, customs, business forms, budgets, and the keeping of personal accounts. The teaching of this subject in the grades is kept constantly in mind in giving the course. 213 is a repeat of 212.

Six periods a week for the second term.

THIRD YEAR

MATH. 301: ANALYTIC GEOMETRY.

Text: Smith and Gale, New Analytic Geometry.

Six periods a week for the second term.

SCIENCE

This department offers courses in Nature Study, General Science, Biology, Chemistry, and Physics.

These subjects dealing with natural phenomena, with nature and nature's laws, and man's relation to life, if approached in a way to realize their possibilities, furnish a field for observation along special lines; exercise in knowledge—acquisition through the study of concrete objects and experimentation; train the judgment and yield information of especial value.

Four of the five following courses are recommended for a major or minor in Science—three are required:

1. General Science (111-112-113).
2. Biology (201-202-203).
3. General Chemistry (211-212-213).
4. Organic Chemistry (301-302-303).
5. Physics (401-402-403).

No credit is allowed for less than one full year in any of the above courses.

Nature Study (Sc. 101-102-103) will be accepted as a Science in the Elementary Grades.

FIRST YEAR

Sc. 101: NATURE STUDY. First Quarter. This course includes a study of plants and animals including wild flowers, trees, shrubs, insects, and birds. Emphasis is placed upon identification, adaptation to environment and relationship to man.

Laboratory fee, 75 cents.

One single and one double period a week for the first quarter.

Sc. 102: NATURE STUDY. Second Quarter. This course deals with methods of teaching Nature Study in the primary and grammar grades. Using the Course of Study for the Virginia Elementary Schools as a basis, projects are worked out dealing with the psychological selection and presentation of material and correlation of Nature Study with the other subjects of the grades.

One single and one double period a week for the second quarter.

Sc. 103: NATURE STUDY. Third Quarter. This quarter offers an intimate study of birds, spring flowers, trees, and insects. School gardening is an important phase of the work.

Laboratory fee, 25 cents.

One single and one double period a week for the third quarter.

Sc. 111-112-113: GENERAL SCIENCE. The courses outlined below are intended for students preparing to teach General Science. In addition to the study of standard texts, the work embraces projects, reports, lecture demonstrations, laboratory work, and practical experience in conducting and equipping a school laboratory.

Sc. 111: GENERAL SCIENCE. This course includes an introduction to such topics as air, earth studies, fuels, fire, heating systems for buildings, etc.

Ten periods a week for the first term.

Laboratory fee, \$1.50 a term.

Sc. 112: GENERAL SCIENCE. This course includes the study of such topics as light, electricity, building materials, transportation, etc.

Twelve periods a week for the second term.

Laboratory fee, \$1.50 a term.

Sc. 113: GENERAL SCIENCE. This course includes a study of soils, rocks, and plant and animal life.

Ten periods a week for the first term or twelve periods a week for the second term.

Laboratory fee, \$1.50 a term.

SECOND YEAR

Sc. 201: GENERAL BOTANY. First Quarter. The aim of this course is to acquaint the student with the structure and functions of the plant and the relationship of both structure and function to the environment. Methods are developed with the subject matter through study, reports, discussions and laboratory work.

Laboratory fee, \$1.50.

Ten periods a week for the first term.

Sc. 202: GENERAL ZOOLOGY. Second Quarter. This course deals with the structure of type animals of both the invertebrate and vertebrate groups. Special consideration is given to the interdependence of lower animals and man.

Laboratory fee, \$2.00.

Twelve periods a week for the second term.

Sc. 203: PLANT PHYSIOLOGY. Third Quarter. This course deals with the physics and chemistry of the living plant. Applications are made to agricultural practice. The aim is to give the student a knowledge of the fundamental principles of life and at the same time, through the applications, to make it practical.

Laboratory fee, \$2.00.

Ten periods a week for the first term or twelve periods a week for the second term.

Sc. 211: INORGANIC CHEMISTRY. The aim of this course is to acquaint the student with the fundamental laws of the Science and the most important of the non-metallic elements.

Ten periods a week for the first term.

Laboratory fee, \$2.00.

Sc. 212: INORGANIC CHEMISTRY. This is a continuation of Sc. 211 and covers a thorough study of the metallic elements.

Pre-requisite: Chemistry 211.

Twelve periods a week for the second term.

Laboratory fee, \$2.00.

Sc. 213: INORGANIC CHEMISTRY. This is a continuation of Chemistry 212 and consists of further study of the metallic elements and an introduction to the simpler organic compounds.

Pre-requisite: Chemistry 212.

Ten periods a week for the first term or twelve periods a week for the second term.

Laboratory fee, \$2.00.

THIRD YEAR

Sc. 301: ORGANIC CHEMISTRY. The aim of this course is to give the student a working knowledge of the properties and reaction of the aliphatic compounds.

Pre-requisite: Sc. 211-212-213, or its equivalent.

Ten periods a week for the first term.

Laboratory fee, \$2.00.

Sc. 302: ORGANIC CHEMISTRY. The aim of this course is to acquaint the student with the properties and reactions of the aromatic compounds.

Pre-requisite: Sc. 301.

Twelve periods a week for the second term.

Laboratory fee, \$2.00.

FOURTH YEAR

Sc. 401: GENERAL PHYSICS. This course aims to give a thorough elementary knowledge of mechanics and heat. Instruction is by means of lectures, demonstrations, and individual student laboratory work.

Ten periods a week for the first term.

Laboratory fee, \$1.00.

Sc. 402: GENERAL PHYSICS. This course is a continuation of Sc. 401. Sound and light are covered.

Twelve periods a week for the second term.

Laboratory fee, \$1.00.

SOCIAL SCIENCE

The following courses are required for majoring and minoring in the History and Social Science Department:

For a major: First year —Contemporary Civilization 111, American History and Citizenship 112-113.

Second year—Ancient History 201 or Medieval History 202, and Modern Europe 203.

Third year —Modern History 311-312-313.

Fourth year—Three additional courses in History or Social Science.

For a minor: First year —Contemporary Civilization 111, American History and Citizenship 112-113.

Second year—Ancient History 201 or Medieval History 202, and Modern Europe 203.

Third year —Modern History 311-312-313.

NOTE: Geography, History, and Citizenship courses are listed under Education for the Elementary Grades.

FIRST YEAR

S. Sc. 111-112-113: HISTORY AND CITIZENSHIP. The purpose of this course is to give the student a basis for social science courses that follow and insure a broad social outlook. It deals with the characteristics of contemporary civilization which dominate the economic, cultural, and political life of today. Special emphasis is placed upon English and American History. The pregnant problems with which every good citizen ought to be conversant, receive discussion in the last quarter.

S. Sc. 111A-111B. CONTEMPORARY CIVILIZATION. A study of the origin and distribution of contemporary races; the nature of human institutions; historic background and basis of the family; economic institutions; the commercial and industrial revolutions; transfer of British economic institutions to America; the state; nationalism and imperialism; international organization and cultural sympathy; the educational process and its social significance; increase in popular participation in government.

Five periods a week for the first term, six periods a week for the second term.

S. Sc. 112A-112B: EPOCHS OF AMERICAN HISTORY. While attention is given to chronological history, problems of American democracy and the evolution of American institutions and political doctrines are given chief attention. The work is a systematic college course to provide a background for teaching in elementary and high schools.

Five periods a week for the first term. Six periods a week for the second term.

SECOND YEAR

S. Sc. 231: U. S. HISTORY. For the Elementary Grades. This course in U. S. history specially adapts the subject-matter for those teaching the elementary grades.

Five periods a week for the first term.

S. Sc. 242-243: SOCIAL GEOGRAPHY. In this course the student makes an intensive study of social and economic conditions of the various nations, and of the influence of geographic factors in bringing about these conditions. Emphasis is placed upon the interdependence of these nations upon one another. The purpose is to show the close relationship that exists between all the nations of the world as a result of the overcoming of physical barriers by modern means of transportation and communication. 243 is a repeat of 242.

Five periods a week for the first term. Six periods a week for the second term.

THIRD YEAR

S. Sc. 311: MODERN HISTORY. THE NINETEENTH AND TWENTIETH CENTURIES. Beginning with the Industrial Revolution, this course develops the intricate problems of modern civilization. Historical research is a required part of the course. It covers the period of nationalism and democracy to 1870.

Pre-requisite: S. Sc. 201-202-203, or its equivalent.

Five periods a week for the first term.

S. Sc. 312: MODERN HISTORY. This is a continuation of Social Science 311. The period of capitalistic imperialism is here treated. (1870-1914.)

Six periods a week for the second term.

S. Sc. 313: MODERN TRENDS. Problems growing out of the World War, 1914 to date. Study of source of materials from current books and periodicals.

Five periods a week for the first term.

FOURTH YEAR

S. Sc. 401: ECONOMICS. An advanced study in the theory of Economics. This part of the course takes up human wants in relation to wealth and exchange. The production of wealth ensues in a study of Capital, Rent and Interest.

Six periods a week for the second term.

S. Sc. 411-412: SOCIOLOGY. The principles of pure Sociology are studied as a background for applied Sociology.

S. Sc. 411: PURE SOCIOLOGY. The organization of group life is studied in relation to the primary, intermediate, and secondary groups. Specific institutions, representing each type, are given intensive study.

Five periods a week for the first term.

S. Sc. 412: APPLIED SOCIOLOGY. The principles studied in pure Sociology are applied to current social problems, which are assigned as special topics for report and discussion. Special first hand investigations include group studies of

local industries, local social problems, and methods of scoring social activities. These first hand investigations are in a large measure determined by the interests of the group, and the social opportunities offered by the community. An attempt is made to apply sociological principles to every day life.

Six periods a week for the second term.

HEALTH EDUCATION

H. ED. 101-103: HEALTH EDUCATION—HYGIENE AND PHYSICAL INSPECTION. The emphasis upon the principles of hygiene and sanitation is of interest to the teacher in the school, the home, and the community. The human body and its functions, the personal life in diet, sleep, exercise, and fatigue; the growing child in the schoolroom; bacteria and disease, and diagnosis of diseases apt to occur in the schoolroom; physical inspection, communicable diseases and their control; preventive medicines and first aid are among the topics treated. The broader aspects of the teacher in the community, and community health and sanitation are also considered. Constant reference is made to texts on various subjects treated in the classroom. Pamphlets from the State Board of Health.

Three periods a week for the first quarter. Repeated for third quarter.

H. ED. 202-203: HEALTH EDUCATION—HYGIENE AND PHYSICAL INSPECTION. Same in content and time as Health Education 101. 203 is a repeat of 202.

Five periods a week for the first term. Six periods a week for the second term.

FRENCH

The aim of the French course is to impart an intimate knowledge of a living language closely related to actual life. The student has constant training in reading and speaking French and is given courses preparatory to teaching French in the high schools of the State

For a major in French: Recommended, all four years; required, at least three years.

For a minor in French: Recommended, three years; required, at least two years.

FIRST YEAR

LANG. 101-102-103: FRENCH. A study of practical French phonetics, grammar, written and oral composition, with readings from the works of Daudet, Merrimee, Dumas, and other French writers.

Pre-requisite: Two years of high school French.

Three periods a week for the session.

SECOND YEAR

LANG. 201-202-203: FRENCH. Problems of teaching French, with special attention to the Direct Method, to the teaching of pronunciation, phonetics, and grammar; a study of class room realia, the State curriculum for French in the high schools, examination of text books, etc. This is also a continuation course in advanced readings in French literature.

Pre-requisite: French 101-102-103.

Three periods a week for the session.

Lang. 301-2-3 and Lang. 401-2-3, French, offered if there is sufficient demand.

LATIN

In the Latin courses, stress is laid upon the relationship of Latin and English, their idioms are constantly contrasted and compared, and the student is made to feel the vital influence of Latin upon our English speech. In all of the courses in Latin thoroughness is insisted upon, and the practical value for the teacher is emphasized.

For a major in Latin: Recommended, all four years; required, at least three years.

For a minor in Latin: Recommended, three years; required, at least two years.

FIRST YEAR

LANG. 111-112-113: LATIN. This course includes an intensive study of Caesar with selections from Books V, VI, VII; Caesar's writings from a literary and historical standpoint; a study of the Roman Oration, its structure; the influence of Cicero's oratory, readings from the Orations; Roman epic poetry as typified in Virgil's Aeneid, study of the hexameter, Roman mythology and religion, life of Virgil; Sight reading.

Pre-requisite: Two years of high school Latin.
Three periods a week for the session.

SECOND YEAR

LANG. 211-212-213: PRINCIPLES OF TEACHING LATIN. The major emphasis in this course is on the fundamental principles underlying the teaching of Latin in the high school. It includes an intensive study of modern methods, special methods for each year, the acquisition of a vocabulary, English derivatives, the Latin curriculum of the State, examination of text books, reference books, maps, pictures, etc., for class room use. Content is stressed as well as method and readings are selected from various Roman writers. The study of the Life and Literature of the Romans, included in this course, furnishes a desirable background for the prospective teacher of Latin.

Pre-requisites: Latin 111-112-113.
Three periods a week for the session.

Lang. 311-312-313 and Lang. 411-412-413, Latin, offered if there is sufficient demand.

FINE ARTS

The Art School trains the professional artist—the public school should equip the individual to meet intelligently such problems in art as will confront him regardless of profession or trade. The purpose of the Art courses in this College is to acquaint the student with the principles of art, and at the same time to apply and adapt these principles to public school needs.

Art may be elected as a minor in any of the courses leading to the B. S. Degree in Education and is especially recommended for students in Courses I, II, and IV.

Requirements for a minor: At least eighteen quarter hours in Arts.

FIRST YEAR

FINE ARTS 101-102: *First Quarter:* GENERAL ART. A study of the fundamental principles of drawing, design and color and their application to every day life. Topics: Simple design problems in spacing and arrangement; lettering; principles of perspective; object drawing; pencil technique; color study; conventionalization of plant form; elements of art appreciation.

Second Quarter: ART EDUCATION FOR PRIMARY GRADES. Continuation of Art 101. Topics: Aim and scope of art education; interests and standards of attainment; technical practice in representation, design and color; picture study; methods of teaching art.

Required in Course I.

Two double periods a week for the first and second quarters.

Fee, \$2.00.

FINE ARTS 112-113: *First Quarter:* GENERAL ART. Same as Art 101.

Second Quarter: Same as Art 102, except that the application is to grammar grade work.

Required in Course II.

Two double periods a week for the second and third quarters.

Fee, \$2.00.

SECOND YEAR

ARTS 201-202: ART APPRECIATION. A beginning course in the appreciation of masterpieces of architecture, sculpture and painting. Topics: The qualities common to all forms of art; the artist; a brief survey of art through the ages. Required in Courses I and II; elective in Course III.

Two single periods a week for the first quarter. Repeated for the second quarter.

Fee, 75c.

FINE ARTS 211-212: DRAWING AND DESIGN. Topics: Color theory and experiments; decorative composition in tempera; figure sketching; lettering and postermaking; linoleum block printing; applied design.

Three double periods a week for the first quarter. Repeated for the second quarter.

Fee, \$2.00.

FINE ARTS 222-223: ADVANCED DRAWING AND DESIGN. Topics: Pictorial and decorative pen and ink rendering; pencil sketching; creative design problems; drawing for reproduction.

Pre-requisite: Fine Arts 211 or 212 or equivalent.

Two double periods a week for the second quarter. Repeated for the third quarter.

Fee, \$1.50.

MUSIC

The department offers two courses: (a) A course meant to provide comprehensive training for teachers who teach public school music in the grades. (b) A course which treats of the professional, historical, literary and aesthetic side of music, and which is intended for those students who wish to become supervisors of public school music.

Music may be elected as a minor in any of the courses leading to the B. S. Degree in Education and is especially recommended for students in Courses I, II, and IV.

Requirements for a minor: At least eighteen quarter hours in Public School Music and related subjects,
or, eighteen quarter hours in instrumental music.

FIRST YEAR

MUS. 101-102-103: **TEACHERS' GRADED COURSE.** This course is intended for beginners. In order to complete the work the student must be able to sing at sight, individually, suitable music for the first five grades.

101: **MUSIC.** This course comprises the work of the first three years in the grades.

Material: Dann, First Year Music; Second Year Music; Third Year Music; Complete Manual; Music Writing Book, Number I.

Two periods a week for the first quarter.

102: **MUSIC.** This course is a continuation of Music 101, and covers the work of the fourth and fifth grades.

Material: Dann, Fourth Year Music; Fifth Year Music; Complete Manual; Music Writing Book, Number II.

Two periods a week for the second quarter.

103: **MUSIC.** This course is a continuation of Music 102, and covers the work of the sixth grade.

Material: Dann, Sixth Year Music; Complete Manual; Writing Book, Number III.

Two periods a week for the third quarter.

The method of presenting the various phases of the work in the grades is taken up when the different subjects are introduced.

SECOND YEAR

MUS. 202-203: **MUSIC APPRECIATION.** This course provides a general knowledge of history of Music. The teaching of music appreciation in the grades is studied. A notebook in connection with the course is a requirement.

Two periods a week for the second quarter. Repeated for the third quarter.
Fee, 50 cents.

MUS. 211-212: **PUBLIC SCHOOL MUSIC.** This course is a continuation of Public School Music 101-102-103, and takes up partially the work of the seventh grade, in which is included thorough study of the changing voice during adolescence.

Two periods a week for the first quarter. Repeated for the second quarter.

MUS. 222-223: **PUBLIC SCHOOL MUSIC.** A continuation of Public School Music 211-212, in which the work of the seventh grade is completed.

Two periods a week for the second quarter. Repeated for the third quarter.

PHYSICAL EDUCATION

The purpose of this course is threefold: (1) To give the student such exercise as will enable her to secure and conserve her own health by intelligent attention to the laws of health and

hygiene, and to aid her by habits of exercising thus acquired to keep her body in the best physical condition possible; (2) To correct in so far as possible faults of posture and physical defects; (3) To acquaint the prospective teacher with enough theory of physical education and playground management to enable her to teach the subject.

During the regular session the College offers Physical Education both as a major and as a minor leading to the B. S. Degree. In addition to meeting certificate requirements, work in Physical Education taken during the summer quarter may be counted toward the degree for those who wish to major or minor in this field.

FIRST YEAR

P. ED. 101: SONGS AND GAMES, STORIES AND RHYTHMIC PLAYS. In the first year the work is almost entirely practical, although time is taken to study and discuss the value of games, plays and exercises in the natural order of progression from Primary Grades to Junior High School. During the first quarter the work consists of story plays, singing games, rhythmic plays, simple folk-dances, some work in light apparatus, dumb-bells. All students participate in some form of athletics. For the first quarter hockey is the major sport, and inter-sectional games are played off with the Sophomores.

Three periods a week for the first quarter.

P. ED. 102: GYM. This quarter is devoted to Physical Education suitable for the grammar grades. Exercises, marching, simple folk-dances, competitive games for the schoolroom and playground, wands, and some light and heavy apparatus are taught. Group games that can be given to a large mass are given, and athletics in the form of basketball and baseball are given and inter-sectional games played off.

Three periods a week for the second quarter.

P. ED. 103: A continuation of P. Ed. 101-102, but the work is more advanced, especially the folk-dances, marching tactics, and apparatus work. Athletics are participated in, in the form of track and field events, and tennis. Dances for outdoor festivals are taught. This course covers the requirements of the West Law.

Three periods a week for the third quarter.

P. ED. SPECIAL COURSE. All freshmen upon entering are given examinations and for those who are weak in rhythm so that the ordinary dances are difficult, there is provided a special course designed to bring the pupil up to standard by emphasizing rhythm work. This permits especial attention to the pupil that needs it and does not retard the pupil that enters with a well developed sense of rhythm, as would otherwise be the case.

P. ED. CORRECTIVE CLASS. This is designed to meet the needs of all pupils who enter with any physical defects, which are remedial by muscle training. In it are handled all cases of spinal curvature, such as lordosis, kyphosis, and scoliosis, and cases of fallen arches.

P. ED. 111-112: SWIMMING FOR BEGINNERS. Fundamentals of several strokes are taught, together with method of handling body in water, of floating and breathing while in water.

Three periods a week for the first term. Four periods a week for the second term.

SECOND YEAR

PRIMARY, GRAMMAR GRADE, AND HIGH SCHOOL GROUP

P. Ed. 201-202: Work of a similar type to that given in the Freshman year, but of increased difficulty comprises that given in second year Physical Education work. It includes marching tactics, exercises, folk and clog dances, hockey, indoor baseball, basketball, and some light and heavy apparatus. It is handled both from the educational and recreational standpoint.

Three periods a week for the first quarter. Repeated for the second quarter.

P. Ed. 212-213: This is a continuation of the work given in P. Ed. 201. Athletics given are basketball, baseball, track and field, tennis. Dances for outdoor festivals are taught. A mass Track Meet is participated in by all students, near the end of the third quarter.

Three periods a week for the second quarter. Repeated for the third quarter.

P. Ed. 121-122: INTERPRETIVE DANCING. The aims of this course are the development of the creative tendency, body control, and relaxation through the means of various exercises and rhythmic steps. The work in this class is supplementary to that done in P. Ed. 101-2-3 and P. Ed. 201-2; 212-13. Study assignments and parallel readings constitute a definite part of the course. 122 is a repeat of 121

Five periods a week for the first term. Six periods a week for the second term.

THIRD YEAR

P. Ed. 301: THEORY AND COACHING OF ATHLETICS. This course is designed to meet the needs of teachers who expect to coach such types of activities as basketball, baseball, hockey, tennis, etc. The course is presented from the coaching standpoint; rules are discussed; signal plays, etc., taken up; and in general such things as will be strictly practical to a prospective coach.

Five periods a week for the first term.

P. Ed. 311-312: ADVANCED SWIMMING. Special emphasis on perfection of strokes. Speed swimming and fundamentals of diving are also taught.

Three periods a week for the first term. Four periods a week for the second term.

P. Ed. 323: CAMP CRAFT. History and origin of campfire and scouting organizations. Instruction in methods of conducting hikes, building camp-fires, trail-breaking, primitive camping, etc.

Text: Eirl's Scout Hand Book.

Six periods a week for the second term.

FOURTH YEAR

P. Ed. 421: PLAYGROUND AND THE THEORY OF PLAY. This is a course in the psychology of play, its value in a school and community, life, and the methods of teaching games and conducting a playground. The types of games are classified and simple games are taught in the group under supervision.

Text: Bowen and Mitchell's "The Theory of Play."

Five periods a week for the first term.

P. Ed. 422: PAGEANTRY. A course in the production of pageants and school festivals. Drama is traced from its roots among the ancient tribes, and a general survey is made of this field. The technique of working out pageants is given and the pupils write an original pageant, after which practice in pageant production is given by staging one.

Text: Mary Russell's "How to Produce Plays and Pageants," Bates and Orr's "Pageants and Pageantry," Linwood Taft's "Pageantry."

Six periods a week for the second term.

Distinctive Features of Fredericksburg State Teachers College

1. Splendid Faculty. Department heads hold M. A. or Ph. D. Degree.
2. This College is fully accredited as a standard Teachers College by the American Association of Teachers Colleges, the State Board of Education and the Legislature of Virginia.
3. Two-year courses leading to Normal Professional Certificate, for (a) primary grades; (b) grammar grades or (c) to Special Certificate for high school grades; (d) home economics; (e) business subjects, music, arts, physical education, *academic subjects*.
4. Four-year Degree courses (B. S. in Education) with majors in Academic subjects—(a) English, History, Mathematics, Science, Latin, French; (b) Physical Education; (c) Commercial Subjects. Minors also in any above or in Arts, Public School Music and Home Economics.
5. Four differentiated practice schools to fit the needs of students in each course. *New \$70,000 training school building ready for 1928-29 session.*
6. Strong athletic program. *New Athletic Field.*
7. New Dormitory Unit to Virginia Hall accommodating 75 students.
8. *Modern indoor swimming pool.*
9. Open Air Theatre, with beautiful setting in our grove completed in 1923. The Coffee-Miller Players say: "One of the most beautiful spots in which we have played and the only open air theatre whose acoustic properties are perfect."
10. Commanding location on Marye's Heights, sixty-five acres, spacious grounds and grove, health record unexcelled.
11. Three hundred dollars covers the entire cost for a full session of three-quarters. This is about one-half the cost at an old line, private college. The low cost is due to the legislative appropriations to help carry the college program.

12. Student aid positions for some and loans for others are available to students for both summer quarter and winter session.

13. We seek only serious-minded young women as students. Students lacking in seriousness of purpose are not desired. *Register now*, for either summer or winter school. No advance fee required for registration. Winter session catalog for 1928-29 ready March 15.

14. New View Book has just been issued and will be sent on request to any prospective student.

A. B. CHANDLER, JR.

Fredericksburg, Va.

President.

APPLICATION FOR ADMISSION

TO

FREDERICKSBURG STATE TEACHERS COLLEGE

Date.....192

NO ADVANCE FEES ARE REQUIRED

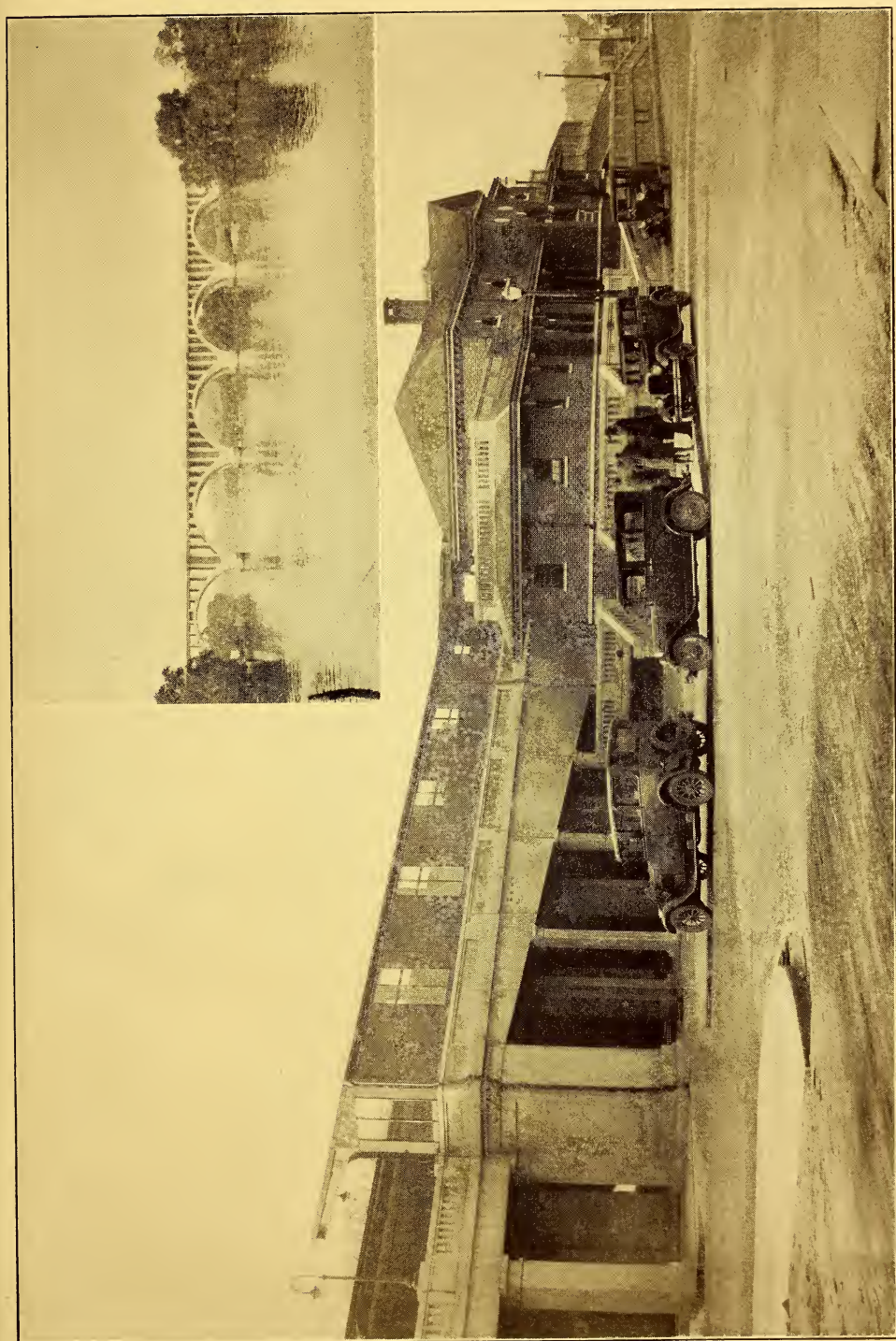
1. Name.....
2. Age.....
3. Post Office.....
4. County.....
5. City.....
6. Street Number.....
7. Name of Parent or Guardian.....
8. Is your health good?.....
9. Do you wish a dormitory room reserved?.....
10. Name of preferred roommate.....
11. Are you registering for Winter School?.....
12. Are you registering for Summer School?.....
13. If the latter, will you attend first term?.....
second term?.....; both terms?.....
14. Do you wish a state scholarship giving you a \$30 tuition reduction for the session
or a \$10 reduction for the Summer Quarter?.....
15. If so, in consideration of such reduction, do you agree to teach for 2 years in Virginia?
.....
16. Statement by Supt. of Schools of your Division:

I hereby recommend..... as a State
Scholarship student at the Fredericksburg State Teachers College.

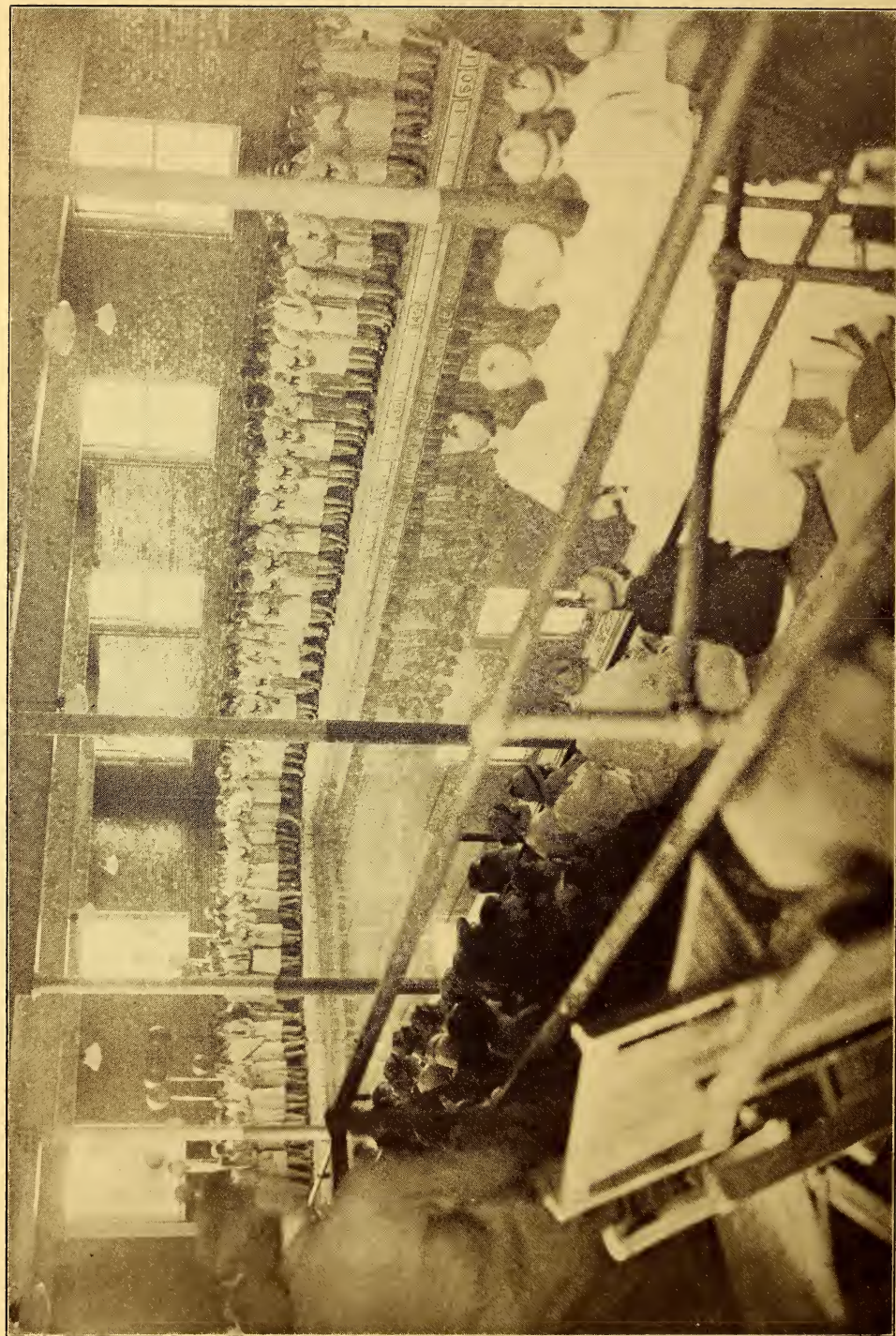
(Signed).....
Supt. Schools.

- NOTE: 1. If not convenient to you to secure your Superintendent's signature, send in this application without his signature and the College will secure his signature for you.
2. 14 and 15 above are not applicable to non-residents of Virginia.

A. B. CHANDLER, JR., President
Fredericksburg, Virginia



NEW MILLION-DOLLAR RAILWAY STATION, FREDERICKSBURG, VA. RAILWAY BRIDGE AS INSERT



THE NEW SWIMMING POOL, FREDERICKSBURG STATE TEACHERS COLLEGE. DEDICATION EXERCISES HELD FEBRUARY 18, 1928

